

**USING COOPERATIVE LEARNING STRATEGIES TO
IMPROVE READING COMPREHENSION OF THE SEVENTH
GRADE STUDENTS AT SMP N 1 BOROBUDUR IN THE
ACADEMIC YEAR OF 2012/2013**

A Thesis

**Presented as Partial Fulfillment of the Requirements for the Attainment of
the *Sarjana Pendidikan* Degree in English Language Education**



By:

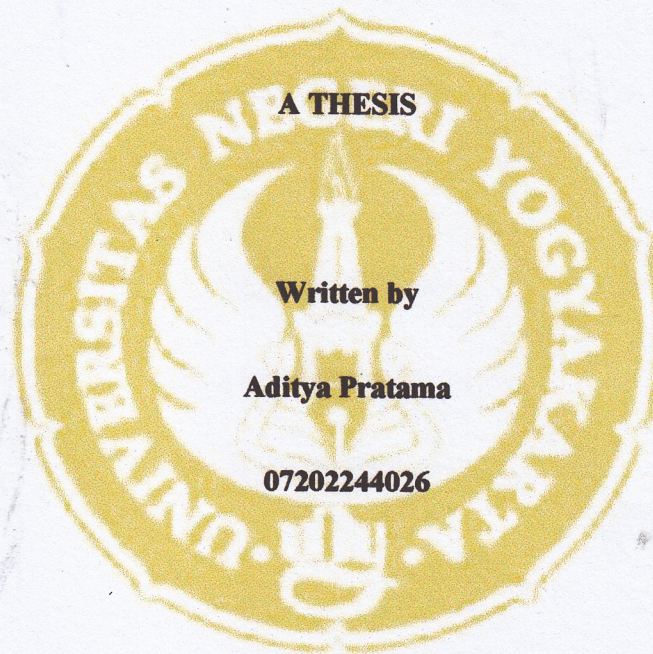
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2013**

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**USING COOPERATIVE LEARNING STRATEGIES TO IMPROVE
READING COMPREHENSION OF THE SEVENTH GRADE STUDENTS
AT SMP N 1 BOROBUDUR IN THE ACADEMIC YEAR OF 2012/2013**



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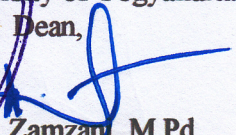
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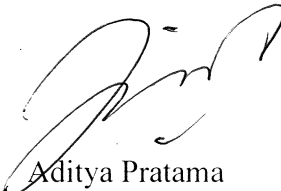
Judul Skripsi : Using Cooperative Learning Strategies to Improve Reading
Comprehension of the Seventh Grade Students at SMP N 1
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Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak memuat materi yang ditulis orang lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila terbukti bahwa pernyataan ini tidak benar, maka sepenuhnya itu menjadi tanggung jawab saya.

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Penulis



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MOTTOS

"We cannot determine the future but we can prepare ourselves to determine our future."

Franklin D. Roosevelt

"All kinds of wisdom are derived from two words, patience and expectation."

Alexandre Dumas Pere

"The main aim of education isn't the knowledge, but the action."

Herbert Spencer

"Everything that you learn will not be in vain."

My Father

DEDICATIONS

This thesis is lovingly dedicated to:

***My beloved father and mother**
(Ismail Suharno and Sri Kundaryani)
who have never failed to give me endless love,
support, patience, advice, prayer and trust.*

***My beloved brother**
(P.A Mahendra and P.B ferdiansyah)
who always gives support and
be there in any condition..*

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Yogyakarta, 30 September 2013

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USING COOPERATIVE LEARNING STRATEGIES TO IMPROVE READING COMPREHENSION OF THE SEVENTH GRADE STUDENTS AT SMP N 1 BOROBUDUR IN THE ACADEMIC YEAR OF 2012/2013

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ABSTRACT

This research is aimed at improving grade VII students' reading comprehension by using Cooperative Learning Strategies in SMP 1 Borobudur.

The research was carried out through action research. The researcher acted with the students and the English teacher as the collaborator. The subjects of the research were 32 students of Grade VIID of SMP 1 Borobudur in the academic year of 2012/2013. The data of this study was qualitative. The qualitative data were obtained by observing the teaching and learning process during the implementation and interviewing the students and the English teacher. The data were in the form of field notes, interview transcripts, and photographs. The validity of the data was obtained by applying democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity. In addition, this research applied the methodological triangulation and the investigator triangulation to get trustworthiness.

The results of the two cycles show that the use of Cooperative Learning Strategies is effective to improve the students' reading comprehension. It is supported by the qualitative data found during the action. By following the steps in Cooperative learning Strategies, they practiced to find the main ideas, the details of information, and find the meaning of the difficult words. Their interaction with other students in the group also increases. They are accustomed to having discussion with other students. Moreover, the students have a good interaction with the English teacher. They are not reluctant anymore to ask the teacher when they find difficulties. The students' vocabulary mastery is also enhanced so they can automatically understand the reading text. Moreover, the various activities made the class atmosphere enjoyable. The group work activities improved the students' understanding towards the materials and the teacher's classroom management.

CHAPTER I

INTRODUCTION

A. Background of the Problem

As one of the four language skills, reading is really important for students of junior high school, especially those in Indonesia, since this skill is highly needed for them to deal with the growing exposure of English in daily life. As Along with the growth of the technology, there are more international references the students need to look at in improving their knowledge generally. In this case, the role of the English reading skill is really great to ensure their ability in comprehending those references. As stated by Grabe (2009:5), he defines reading as the process in which readers learn something from what they read and involve it in academic context as a part of education.

More than that, reading can be the skill which is really fundamental for the students' future study. As they move onto the higher level of education, the need of better reading skill is also bigger since this can also help them determine their success of study as well. In line with this, reading is also essential here merely because those students will face the final examination in which the students deal mostly with texts during the test in that exam. For such a reason, students are demanded to have abilities to understand many kinds of texts such as recounts, descriptive texts, narratives, expositions, procedures, news items, reports, explanations, and discussion either formally or informally. They are also expected to be able to get the message of the texts. Indeed, the students need reading

comprehension skills so that they can do the test on the final examination well. In fact, a research on reading comprehension in Indonesia has revealed that students' comprehension on reading is low and far from satisfactory.

However, the circumstance which was found in the Class VII of SMP N 1 Borobudur shows that the students unfortunately had some difficulties in comprehending the reading material. From the interview with the English teacher, I found that students had low comprehension of texts. The students firstly had a problem related to vocabulary mastery, which is an important aspect in comprehending a text. It is reflected by their incapability in understanding the text because they could not find the meaning of the words. They also had difficulties in finding the main ideas and the topics. Students could not relate the information from one paragraph to another. Sometimes, they just read a text and when they had to tell about the text, they knew nothing. It means that students did not know exactly how to comprehend texts. Consequently, they got nothing in reading as they found difficulty in grasping the information of texts. That students' inability to comprehend texts is caused by some factors as the following.

First, the students did not have a great interest in reading as it is reflected by their behavior in the class. They often laid their head down on the table when the teacher asked them to read the text. They just looked at the text and did something that had no relation with the teaching and learning process like having a chat with their friends or playing with their pens. When the teacher asked them to answer a question orally about text being discussed, they kept quiet and ignored her.

Second, the teacher used teacher-centered approach in teaching reading. As a result, she dominates the whole session in teaching and learning process. Instead of letting the students be active in the teaching and learning process, she dominated the whole session. As a result, there was a lack of interaction between the teacher and students. The students were not given a chance to contribute a lot to share their knowledge in the teaching and learning process.

The last, there is a low intensity for the students to communicate with their friends. There is a fact that group work was rarely conducted by the teacher. The students usually do the activity individually. So, if they had difficulties in comprehending the text, they tended to be silent. They did not want to have a discussion with other students because they were not accustomed to that. They were reluctant to discuss the text with their friends.

As a matter of facts, there must be a suitable method for teaching reading in which students can explore their idea to achieve their reading comprehension. Achieving good comprehension in reading is not a simple thing. It requires the use of strategies. One of the strategies that can be applied is Cooperative Learning Strategies. As Wichadee (2004: 9) points out,

cooperative learning can be an effective way to deal with the problems in EFL classes. It creates a comfortable non-stressful environment for learning and practicing English. It helps students to learn more, have more fun, and develop many other skills such as learning how to work with one another.

Therefore, it can then be said that cooperative learning can also be useful in improving the students' reading comprehension. This is mainly because this strategy can provide them with such a friendly atmosphere in learning. More

interaction and confidence can be obtained here as they share and exchange the knowledge together.

Considering the problems above and the advantages of applying Cooperative Learning Strategies as a technique in improving students' reading comprehension, the research is needed on using cooperative learning strategies to improve reading comprehension of the seventh grade students at SMP N 1 Borobudur in the academic year of 2012/2013. It is also expected by the researcher that Cooperative Learning Strategies can give a good impact on the students' reading comprehension.

B. Identification of the Problem

There are some factors that affect students in comprehending the text. Those factors may come from the teacher, the students, and the technique being used by the teacher.

The first problem comes from the teacher. The teacher did not know what students needed in improving their reading comprehension. She just gave the materials and asked students to answer the questions without giving guidance to comprehend the text. The teacher also did not try to build interaction with the students. Furthermore, the teacher rarely conducted a group discussion for the students. She usually let the students do activities individually.

The second problem derives from the students. The students' vocabulary mastery was still low. It can be reflected from their incapability in understanding the text, as mentioned earlier. It is actually because they could not find the

meaning of the words. As a consequence, they had a difficulty in interpreting the main idea of the text. Another problem is that they could not grasp or elicit the main ideas discussed in reading materials. They were also unable to look for important key points upon reading a text given. As an effect of this, these students could not either answer comprehension questions based on the text given or summarize what they had read and understood from the text. Besides, the students did not have great interest in reading as it is reflected by their behavior in the class. Instead of doing the activity on reading, they spend their time talking to their friends in the classroom. When the teacher asks them some questions orally about a text being discussed, they keep quiet or answer the questions unserious. Sometimes, they also come late in the class. They were very noisy in the classroom and did not pay attention toward the teacher's explanation. It can be seen when they could not answer the questions given by the teacher. Obviously, those can be obstacles for their comprehension in reading.

The last problem is the technique that is used by the teacher. The technique that is used by the teacher is often inappropriate with the situation of the classroom or the condition of the students. The teacher dominates the whole session of the lesson as she talks to the students in most of the time of the teaching and learning process. She does not give a chance to the students to share knowledge. She rarely lets the students have discussion with other students and give a chance to the students to ask questions.

C. Limitation of the Problem

In reference to the background of the study and identification of the problem, as well as the discussion with the English teacher, I here focus on the technique that is Cooperative Learning Strategies. The reason for the limitation is that the technique can be crucial case in reaching students' reading comprehension. Furthermore, Cooperative Learning Strategies is seen as an effective technique to improve students' reading comprehension. It also has not ever been used by the teachers of SMP N 1 Borobudur as a technique in teaching reading. In light of this view, I will conduct a research study to fulfill my curiosity by focusing it on using cooperative learning strategies to improve reading comprehension of the seventh grade students at SMP N 1 Borobudur in the academic year of 2012/2013.

D. Formulation of the Problem

From the identification and limitation of the problem above, the problem is formulated as follows: How can Cooperative Learning Strategies be applied to improve the reading comprehension of grade VII students in SMP N 1 Borobudur in the academic year of 2012/2013?

E. Objective of the Study

The objective of the study is to improve the reading comprehension of grade VII students in SMP N 1 Borobudur in the academic year of 2012/2013 by using Cooperative Learning Strategies.

F. Significance of the Study

There are some advantages that can be taken from this research. The following presents some possible ways.

1. Theoretically, the result of this study will inform others about the result of the students' reading comprehension that has been taught by Cooperative Learning Strategies and can be useful for others who want to conduct research on the same subject.
2. Practically, for the teachers, the result of this study will be useful as informative input for them to improve their ability in choosing appropriate techniques in teaching reading. For the students, it helps them to improve their ability in reading comprehension.

CHAPTER II

LITERATURE REVIEW

Based on the previous chapter, there are some concepts and discussions that are related to the research. The terms which will be discussed cover Reading and Learning Strategies. Those terms and concepts will be on the following explanations.

A. Theoretical Review

1. Reading

a. The Importance of Reading

In the previous section, Grabe (2009:5) defines reading as the process in which readers learn something from what they read and involve it in academic context as a part of education. It is believed as an important skill to support the students in understanding and decoding the learning materials. Furthermore, reading is also important in social context where the activity of reading takes place. It makes people around the world will be able to communicate with the other.

According to Harmer (2001:200), reading is important for getting information. The reason why reading is important can be divided into two categories, instrumental and pleasurable aspects. The instrumental aspect will help the reader to achieve some clear aim and it covers getting information from the written source and understanding the instruction what the readers need to do. Meanwhile, the pleasurable aspect deals with the reading for pleasure. It can be in

the form of reading the magazine or interpreting the illustration of a picture. However, the main point of its essence is that learners will get some information from the reading activity and gradually they will be able to communicate with the others.

b. The Concept of Reading Comprehension

Johnson (2008:110) states reading comprehension as the use of strategies in reading in retrieving information and constructing meaning of texts done by the readers. Strategies that are used by the readers may be different from one another. It depends on the readers' aim in reading. By understanding the concept of reading, readers can develop their own strategies to enhance their reading ability. It will automatically help the readers to achieve their goals in comprehending the reading text.

In addition, Snow (2002:11) views reading comprehension as a meaning getting process so that it needs an understanding. The readers use the words extracted and constructed to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. From that point, it is clear that a reader gets the information through interaction and involvement with the written language.

c. The Process of Reading

According to Celce-Murcia (2001:184), reading is an interactive and sociolinguistic process. It involves a text, reader, and social context in which the activity of reading takes place. In reading an individual constructs meaning through a transaction with written text has been created by symbols that represent

language. The transaction includes the reader's acting on interpreting text. The interpretation is influenced by the reader's past experience, language background, cultural framework, as well as reader's purpose for reading.

In the process of reading, Brown (2001:298) proposes three kinds of reading process such as bottom-up, top-down and interactive reading. In the bottom-up process, the reader should firstly recognize the multiplicity in language signals (letters, morphemes, syllables, words, phrases, grammatical clues) and use their linguistic data-processing mechanism to impose some sort of order on these signals. In the top-down process, the reader should use the intelligence and experience in interpreting the text. The reader decides what to retain, not to retain and to move on. Meanwhile, the interactive reading is the mixture of top-down and bottom-up strategies. Practically, the reader is continually shifting from one focus to another, predicting probable meaning and checking about the writer's intention. It shows that the reading process involves reader's ability and skill in reading in order to understand the reading material. Automatically, the process will be continued until the reader fulfills the expectation.

Nunan (2003:68) states that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. The information will exchange well if the reader can accept and understand the notion sent by the writer. In the terms of transferring the information, the reader should decode the notion that is encoded by the writer. Therefore, the goal of reading is the exchange of information.

As the conclusion of the discussion above, reading comprehension can be taught as the ability in using the appropriate and effective strategies to comprehend the text depending on particular reading purposes and tasks. It also involves the interaction between the reader and written language. By choosing the appropriate reading strategies, the readers can improve their reading comprehension.

d. Factor Affecting Reading Comprehension

According to Brown (2001:299), reading comprehension is affected by schema and background knowledge of the readers. In addition, affective and cultural factors also play a major role in motivating and rewarding people in literacy. The interest of reading has stimulated the learners to be successful in comprehending the reading materials. Furthermore, Snow (2002:11) proposes the reader, the text and the activity as the factors that affect reading comprehension. The readers need to have abilities and cognitive knowledge of language as a basis in reading texts. The good reading texts suit to the background knowledge of the readers while the reading activity is closely related to the purpose of the reading.

Meanwhile, Celce-Murcia (2001:56) splits the affecting factors into linguistic and non-linguistic one. The linguistic factors cover semantic ability as the background knowledge of word meaning and syntactic ability as the background knowledge of sentence structure. Non-linguistic reversely consists of intellectual, educational history, schemata, prior knowledge and motivation. However, some explanations proposed insist how the prior knowledge and ability of the readers play as essential roles in constructing the reader's comprehension.

e. The Problem of Reading

Harmer (2001:203) mentions some problems that might occur in the reading class. The first one comes from the language of the text itself. If the readers do not know half of the vocabulary in a text, they will have great difficulty in understanding the text as a whole. The longer sentences and longer words also will be more difficult to understand than those with shorter one. Moreover, the topic and genre also affect the success of the reading. An inappropriate topic for the students will reduce the interest of the students. The text genre also can cause problems in reading if the students are unfamiliar with the text. As an effect, the students may be reluctant to engage with the reading activity seriously. Furthermore, it will affect the success of the reading comprehension.

In addition, Grabe in Richards and Renandya (2002:274) finds research in second language (L2) is that reading tends to be short term and less programmatic. The low awareness of the text structure is a critical aspect of reading comprehension. The formal aspect of language and genre structure contributes to readers in developing comprehension and referencing the abilities. Moreover, Janzen in Richards and Renandya (2002:288) adds that the students do not realize the importance of reading strategy. It affects the students' reading comprehension. The use of strategy in reading should be explained and then the students may choose their best strategy by referring to their own needs. The reading strategy can be applied to process the text actively and to connect the reading material to their knowledge.

f. Reading Strategy

According to Duffy in Richards and Renandya (2002:287), reading strategy can be defined as “plans for solving problems encountered in constructing meaning”. It ranges from bottom-up vocabulary strategies such as looking up an unknown word in the dictionary, to more comprehensive actions, such as connecting what is being read to the reader’s background knowledge.

In addition, Brown (2001:306) explains some strategies which can be used in comprehending the reading text. These strategies are related to the reading process which involves top-down and bottom-up processes. The following are some comprehension strategies which can be practically applied in the classroom:

- 1) Identifying the purpose in reading
- 2) Using graphemic rules and patterns to aid in bottom up decoding
(especially for the beginning level learners)
- 3) Using efficient silent reading techniques for relatively rapid
comprehension (for intermediate to advanced levels)
- 4) Skimming the text for the main ideas
- 5) Scanning the text for specific information
- 6) Using semantic mapping or clustering
- 7) Guessing when you are not certain
- 8) Analyzing vocabulary
- 9) Distinguishing between literal and implied meanings
- 10) Capitalizing on discourse markers to process relationships.

Those are some discussions about strategy in reading that can aid the learners in the classroom. Those strategies are intentionally developed in order to enhance the reading comprehension of the learners. However, it belongs to the learners themselves to determine and choose the effective and appropriate reading strategies for them. The learners should also consider their own ability and need in practicing the reading strategy.

g. Assessing Reading Comprehension

Assessment is measurement done by the teacher to know how far the students have already understood the materials that have been discussed. In teaching reading comprehension, assessment is aimed to measure how far the students comprehend texts. According to Alderson (2000:206), there are some techniques that can be used by teachers to assess the reading comprehension of the students as follow:

1) Integrative tests

These tests are designed to obtain a much more general idea of how well students read a text.

2) The cloze test and gap-filling test

The cloze test is constructed from a collected text arranged by applying the random deletion procedure for words. The words deleted are between five and twelve. Meanwhile, the gap-filling test does not use random deletion, but it uses rational deletion. The words which are deleted represent the idea about what the whole sentence.

3) Multiple-choice techniques

It is a common technique usually done by teachers in assessing reading comprehension. This technique allows the students to choose the right answer from some possible answers given.

4) Matching techniques

This technique allows the students to match two sets of components. For example, the testers match the title with paragraphs.

5) Dichotomous techniques

This technique allows the testers to choose the two possible answers given i.e. true and false. The students have to choose one of those two choices.

6) Short-answer techniques

The short-answers technique is constructed by giving questions requiring a brief response in a few words. It is possibly used to interpret and to see whether the students have really understood the specific information of the text.

7) The summary test

This technique allows the students to summarize the main idea of each paragraph of the whole text.

h. Principles in Teaching Reading

Nunan (2003:74) classifies some points as the principles in teaching reading. These principles are used in order to make the teacher easier to control the process of the reading class. The principles are described as exploiting the readers' background knowledge, building a strong vocabulary base, teaching for comprehension, working on increasing reading rate, teaching reading strategy,

encouraging the readers to transform strategies into skills, building assessment and evaluation into the teaching and striving for continuous improvement as a reading teacher.

In addition, Patel and Jain (2008:117) propose some principles for the English teacher in conducting the reading class. In the classroom, the teacher should critically perform many treatments like being aware on the students' reading comprehension, finding out the causes of the errors, rectifying the mistakes and paying individual attention to the class.

The principles in teaching reading are important for the reading class. In order to keep on the intentional reading class, the teacher should consider those principles. The principles also help the teacher to design the appropriate materials. Moreover, the principles which have been proposed will affect the design of the students' learning plan in reading class.

i. Teaching Reading at Junior High School

In the relation to the teaching of English for Junior High School students, in Indonesia, the curriculum takes a part in supporting the success of the teaching and learning process. It covers the guidance of teaching English that is aimed to make students reach the functional level including spoken and written communication skills to solve the possible problems in daily life. The goal of using the curriculum in English instruction is to make students able to develop their spoken and written skills to reach the functional literacy level and have a deep understanding of the implications of English in global society.

Teaching reading in Indonesia is arranged in the School-Based Curriculum (SBC). The school-based curriculum is an operational curriculum that is arranged, developed, and implemented by each school that is ready and able to develop it (BSNP, 2006:5). SBC consists of the target education of level based education, structure and contents of the curriculum in the educational unit level, educational calendar and syllabus. The development of School-Based Curriculum is taken references on Content Standard (*Standar Isi*), and Graduate Competence Standard (*Standar Kompetensi Lulusan*).

Based on the standard of competence and basic competence in curriculum, the areas of reading for Junior High School include the ability in understanding written texts to reach the functional literacy and the ability in understanding many kinds of short functional text and genre like procedure, descriptive, recount, narrative and report. Furthermore, the expected reading competence from students in Junior High School Year VII of the even semester is presented in the following table.

Table 1: Standard of Competence and Basic Competence of Reading Skill for Junior High School Grade Seventh Semester Two based on the School-based Curriculum

Standard of Competence	Basic Competence
11. Understanding the meaning of written function text and short simple essay in the form of descriptive and procedure which related to surrounding environment.	<p>11.1 Responding to the meaning in the short simple functional texts accurately, fluently, and appropriately related to surrounding environment.</p> <p>11.2. Responding to the meaning and rhetorical step in a short simple essay accurately, fluently, and appropriately which are related to surrounding environment in the form of descriptive and procedure.</p>

	11.3 Reading aloud functional text and essay in form of simple and short descriptive and procedure with an appropriate pronunciation, stress, and intonation which related to surrounding environment.
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Based on the standard competence, for reading, the eighth grade students in Junior High School have to be able to read aloud and comprehend short functional texts and simple essays in the form of descriptive and procedure. The learning genre is presented as one of the subjects in English lesson for junior high school students. The students learn how to comprehend the content of texts and study about the generic structure, language feature and social function of the genre. The generic structure and language feature which are commonly found in different text from one to another which are used based on the purpose of each genre.

2. Learning Strategy

a. Definitions of Learning

Brown (2000:7) states “learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction”. It means that learning can be done by every people in the world. Everything can be learned by everybody. However, it has the aspect of knowledge that cannot be possessed instantly and automatically. Learning needs process and source to make the learner be able to acquire or get certain knowledge.

According to Krashen in Richards and Rodgers (2001:181), learning refers to the formal study of language rules and is a conscious process. Learning is available only as a monitor. The monitor is repository of conscious grammatical knowledge about the language that is learnt through formal instruction. It is called upon in the editing of utterances produced through acquired system.

In addition, Oxford (1990:4) also considers learning as “a conscious knowledge of language rules, does not typically lead to conversational fluency and is defined from formal instruction”. This definition strengthens that learning needs process. It can be done consciously and intentionally. Learners firstly should have good intention to acquire something. Learners also need some formal instructions to help them in constructing the ability and knowledge.

b. The Concept of Learning Strategy

According to Oxford (1990:1), “learning strategies are steps taken by students to enhance their own learning”. Strategies are especially important for language learning because they are tool for active, self-directed involvement. He argues that learning strategies have some essential and important roles. The first one, learning strategy is essential for developing communicative competence. Secondly, the learners who have developed suitable and appropriate learning strategies have greater self-confidence and learn more effectively. Learning strategy, based on the way it is involved and implemented into the learning process, can be divided into direct and indirect strategy. In addition, direct strategies cover memory, cognitive and compensation strategies while indirect strategies cover metacognitive, affective and social strategies.

Wenden and Rubin (1987:19) define learning strategies as any sets of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval, and use of information. The strategies which contribute to the language learning directly or indirectly can be divided into cognitive, metacognitive, communication and social strategies.

Moreover, Stern (1992) has different classification of learning strategies. There are five kinds of learning strategies that can be implemented such as management and planning strategies, cognitive strategies, communicative - experiential strategies, interpersonal strategies, and affective strategies. Those categorizations basically offer many options of strategies that can be selected by the learners in order to improve and develop their own learning process. By facilitating the learners' needs about the how to learn language, the learning strategies will be effective and appropriate in enhancing the learner's ability and knowledge.

3. Cooperative Learning Strategies

a. Definitions

Cooperative learning is a kind of teaching strategies that commonly used in the classroom. According to Brown (2001:47) cooperative learning is one strategy that involves students to work together in pairs or groups and they share information. Furthermore, Johnson, Johnson & Smith (1991) states that cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's' learning. They are a team whose

player must work together in order to achieve common goals in learning. It involves both positive interdependence which all members must cooperate to complete the task and individual and group accountability which each member is accountable for the complete final outcome. By doing this, the classroom atmosphere will be enjoyable for students to learn in order to achieve the goal of the lesson as well as the goal of the team.

According to Richard and Rogers (2001:192), cooperative learning is an approach in teaching that maximizes the use of active activity involving pairs or small groups of learner in the class. By implementing cooperative learning, small teams with different levels of ability can use variety of learning activities to improve their understanding of a certain subject. In addition, Richard and Rogers (2001:192) define that cooperative learning is a group of systematic learning activity which depends on the information exchange between the learners in the groups in which each learner is given responsibility for his or her own learning and is motivated to increase the learning of others.

In other words, cooperative learning is a learning strategy which covers both individual and small group learning in a heterogeneous team. In its process, the learning activities are designed to improve students' cooperation and independence in comprehending materials. Moreover, students are trained to learn activity because they should involve in the learning activities. However, this learning strategy emphasizes the role of individual participation to determine the group achievement in the learning process.

Furthermore, cooperative learning strategy gives more benefits for students, Slavin (1990: 52). They are promoting students learning and academic achievements, increasing students' memory during learning process, and enhance students' satisfaction with their learning experience and helping students develop oral communication skills and social skill, promoting students self-respect and helping promote positive race relations.

Johnson in Richards and Rogers (2001:192) believes that low achieving students might fall behind higher-achieving students in the classroom learning when the teacher is focusing competition rather than cooperation and teacher usually favored high-achieving students. Cooperative learning in this context is possible to raise the achievement of all students in the learning activities. It also helps the teacher build positive relationship among students and give students the experiences they need for a good social, psychological, and cognitive development.

In addition, Chamot and O'Malley (1994:102) state that cooperative and collaborative learning requires students to interact and rely on others and themselves to complete the task. That interaction may be the structure in which each student is given a specific and certain role in the group. These also can be structured in formally in which students are collaborating to finish the task. They also suggest that the cooperative environment offers many other rewards so that learners become more active, self-dedicated and communicative.

In summary, cooperative learning is a strategy which maximizes students' involvement, participations, and cooperative activities with the use of small group

learning. It promotes students to take responsibility for their own and each other's' learning in the group. It also helps teacher create learning environment which engages both students as an individual and group achievement at the same time. Moreover, cooperative structure of learning is useful to minimize domination of individual learner and teacher-centered during the lesson.

b. The Elements of Cooperative Learning

Olsen and Kagan in Richard and Rogers (2001:196) propose five key elements of successful group based learning in cooperative learning. Following are the five basic elements of cooperative learning.

1) Positive Interdependence

The first requirement for an effective structured cooperative learning environment is that students believe they “sink” or swim together (Johnson, Johnson and Stanne, 2000 in Saovapa, 2003). Cooperation occurs only when students perceive that the success of one depends on the success of other. Whatever task students are given to perform, each group member must feel that his or her contribution is necessary for group success. All group members feel responsible for everything happens in the group. It can be created by structuring cooperative learning task and building a spirit of mutual support within the group.

2) Face-to-Face-Interaction

The second element of cooperative learning requires face-to-face interaction among students within which they promote each other learning and success. (Johnson 2000 in Saovapa, 2003) suggests that it is necessary to

maximize the opportunities for them to help, support, encourage and praise each other. Such interaction helps to promote the following:

- a) Orally explaining how to solve the problem
- b) Teaching one's knowledge to other
- c) Checking for understanding
- d) Discussing concepts being learned and
- e) Connecting present with past learning

3) Individual and Group Accountability

The purpose of cooperative learning group is to make each other member a stronger individual. Individual accountability exists when the performance of each individual student is assessment and the results are given back to the groups. It also involves both group and individual performance. One of the examinations is by assigning each student in a group to have certain responsibility in finishing the project. Another examination is by calling on a student at random to share with the whole class with group members or with another group.

4) Social skill

Students must be taught the social skills and motivated to use social skills which are needed for teamwork decision-making, trust-building, communication and conflict management skill. The social skills determine the way students interact with each other as teammate and structuring and structure. Structuring and structure refer to the ways of organizing students' interaction during the learning activity. Those key elements should be well organized in order to create effective group learning in cooperative process. In this case, the teacher plays important

roles in designing learning activities which cover all of those elements of cooperative learning in the classroom.

5) Group Processing

There are some factors involved in setting up group include deciding the size of the group and assigning students to group. The tasks, the age of the learner, and the time limits for lesson are some factors which should be considered in deciding the size of the group. While assigning students to group, it can be selected by teacher, randomly selected, or student-selected.

Some of the keys to successful processing are allowing sufficient time for it to take place, emphasizing positive feedback, maintaining students' involvement in processing etc. In order to be cooperative, group members must promote each other's learning and success face-to-face, hold each other personally and individually accountable to do a fair share of the work, use the interpersonal and small group skills needed for cooperative efforts to be successful and process as a group how effectively members are works together.

c. The Principles and Advantages of Cooperative Learning

Many principles have been proposed for cooperative learning. Below are some principles of cooperative learning proposed by different experts.

- a. Heterogeneous grouping. This principles means that the group which students do cooperative learning tasks are mixed on one or more of a number of variables including sex, ethnicity, social class, religion, personality, age, language proficiency, and diligence (Jacobs, 2002).

- b. Collaborative skills. Collaborative skills, such as giving reasons, are those needed to work with other. Students may lack these skills, the language involved in using the skills, or the inclination to apply the skills (Jacobs, 2002).
- c. Group autonomy. This principle encourages students to look to themselves for resources rather than relying solely on the teacher. When student group are having difficulty, it is very tempting for teachers to intervene either in a particular group or with the entire class (Jacobs, 2002).
- d. Simultaneous interaction. In classroom in which group activities are not used, the normal interaction pattern is that of sequential interaction, in which one person at a time, usually the teacher speaks. In contrast, when group activities are used, one student per group is speaking. In a class of 40 divided into groups of four, ten students are speaking simultaneously, i.e., 40 students divided into four students per group = 10 students (one per group) speaking at the same time (Kagan, 1994)
- e. Equal participation. A frequent problem in groups is that one or two group member dominates the group and for whatever reason, this impedes the participation of other. Cooperative learning offers many ways of promoting more equal participation among group members (Kagan, 1994)
- f. Individual accountability. In classroom, the team success depends on the individual learning of all team members. Accountability focuses the activity of the team members on helping one another learn and making sure that

everyone in the team is ready for a quiz or any other assessment that students take without teammate help (Slavin, 1995: 5)

- g. Positive independence. When positive independence exists among members of a group, they feel that what helps one member of the group helps the other members and that what hurts one member of the group hurts the other member. It is this “all for one, one for all” feeling that leads group members to want to help one another, to see that they share a common goal (Kagan, 1994)
- h. Cooperative as value. The principle means that rather than cooperation being only a way to learn, i.e., the *how* of learning, cooperation also becomes part of the content to be learned, i.e., the *what* of learning. Cooperation as a value involves taking the feeling of “All for one, one for all” (Jacobs, 2000)
- i. Rewards. It is very important to enhance students’ performance (Slavin, 1995)

Language experts and researchers do not only explore the principles of cooperative learning, but also find the advantages of it. A good deal of research has revealed a number of advantages in cooperative learning such as increasing the students reading comprehension, more varied talk, more relaxed atmosphere greater motivation, more negotiation of meaning, and increasing amount of comprehensible input (Liang, Mohan and Early, 1998; Kagan, 1992). Other advantages of cooperative learning are described as follows:

- a. Promoting student learning and academic achievement
- b. Increasing student retention

- c. Enhancing student satisfaction with their learning experience
- d. Helping student develop skills in oral communication
- e. Promoting student self-esteem
- f. Providing a shared cognitive set of information between students
- g. Motivating students to learn the material
- h. Providing formative feedback
- i. Developing social and group skills necessary for success outside the classroom
- j. Promoting positive interaction between member of different cultural and socio-economic groups (Slavin,1995; Kagan, 1994)

d. Cooperative Learning Methods

According to Johnson, Johnson, Stanne and Garibaldi (1990), cooperative learning is actually a generic terms that refers to numerous methods for organizing and conducting classroom instruction. Many teachers use cooperative learning in so many different ways that the list of methods is impossibly explained in this literature review. Here are some class activities in cooperative learning cited from Mandal (2009)

a. Pair read

The purpose of this activity is to increase students' reading comprehension by using shared reading. Students are group in pairs then silently read a paragraph or each section. After that, in pairs take turns describing the content to their partner. When each pair finishes they can

discuss the entire passage. After that, teacher can ask question to each group in the class.

b. Think-pair-share

The teacher gives the students questions and let them think about the answer. She then asks the students to share their ideas with a partner. This task gives them opportunity to collect and organize their thoughts. In the end, the pair shares their responses with other pairs.

c. Three step interview

Students interview each other in pairs during the first step. They then switch their roles as an interviewer and interviewee. The final step is that member shares their partner's response with the team. Interview is used to gain competence in speaking, listening, and summarizing.

d. Team-pair-solo

Students do problem first as a team then with a partner, and finally on their own. It is a good design to motivate the students to solve the problems which are beyond their ability.

e. Numbered heads together

A team of four is established. Each member is given number of 1, 2, 3, and 4. Questions are asked of the group. Groups work together to answer the question so that all can verbally answer the question. The teacher calls out of number (two) and each two is asked to give the answer.

f. Round Table Brain Storming

In this activity, the class is divided into small group (4 to 6) with one person appointed as the recorder. A question is posed with many answers and students are given time to think about answers. After “think time”, members of the team share responses with one another round robin single. The recorder writes down the answers of the group members. The person next to the recorder starts and each person in the group in order give an answer until time is called.

g. Group Discussion and Quizzes

The students work together to learn and are responsible for their teammates learning as well as their own. It is emphasizes having team goals and success dependent on the learning of all group members. The teacher begins by presenting the lesson to the students for one or two periods of instruction keeping the focus of the lesson directly linked to group assignments and individual quizzes.

B. Relevant Research Studies

There are some studies related to the application of the metacognitive learning strategies in the teaching reading. Some researchers have done some implementations of cooperative learning strategies in the class. Tang (2000) did a research on 12 ESL students from India, South Korea, Hong Kong, Croatia and Taiwan at a secondary school in Canada which used the concept mapping skill to teach ESL reading in the classroom. The observation of ESL students’ cooperative

learning activities in an eight-week period indicated that teaching reading by using the concept-mapping strategy could improve reading comprehension and the communication skills as they learned how to negotiate meaning with their partners and among themselves.

Metetum (2001) conducted a case study research on cooperative learning by using the jigsaw technique with nine second-year English major students at Naresuan University. The purposes of the study were to investigate students' use of linguistic features in their discourse while being involved in cooperative structures, to examine the improvement in students' grammar and competence, to investigate the quality of language input, output, and context in cooperative learning, and to study to what extent the students have positive and negative attitudes towards the cooperative learning method. The design of the study was based on a qualitative approach. The research data came from four instruments including a grammar test, a structured field observation, a semi structured interview and a reflective journal. The results showed that there were 39 language functions and 3 social language functions used in learning sessions. All subjects had higher academic and oral achievement test scores after engaging in this learning. Moreover, the cooperative language learning also generated functional and communicative, frequent, and redundant input. The last finding revealed that nearly all subjects had positive attitudes towards cooperative learning in terms of oral competence, academic achievement, social skills, personal development, collaborative skills, thinking skills, and learning atmosphere.

Seetape (2003) studied the effects of cooperative learning on English reading achievement and the students' behavior towards this learning method used in the English classroom. The samples were 29 Mathayomsuksa 3 students in Kanchanaphisekwittayalai Uthaithani School selected by means of purposive sampling. Students were taught for eight periods, each of which lasted fifty minutes. The instruments were English reading achievement test, cooperative learning behavioral observation sheet, and lesson plans using cooperative learning technique. The results of the study showed that the post-test scores after learning English reading using cooperative learning were higher than the pre-test scores at the .05 level of significance. Most of the samples displayed very good behavior in cooperating in their tasks. Their cooperative behavior had increasingly developed. Some elements of poor behavior had decreased by up to 14.29 percent.

According to those findings, there are some conclusions that can be drawn. First, the application of cooperative learning strategies can enhance the learners' reading comprehension. Second, there is a significant difference of the result of the reading comprehension performance between the students who are taught by using some implementations of cooperative learning strategies and those who are not. Third, the implementation can raise the students' understanding and awareness towards the reading text and make students able in planning and controlling their own reading performance.

Based on the conclusion of the researches above, the researcher believes that cooperative learning strategy is effective to be applied in the teaching of

reading. It inspires the researcher to conduct a similar research concerning the use of this strategy in order to improve the students' reading comprehension.

C. Conceptual Framework

Reading is very important to the language learners because it is a language skill where the students understand and get information and knowledge as well. Moreover, reading is generally used to test the students' achievement, for instance in final exam, as the test measures the students' reading comprehension. As a consequence, the students' achievement in English mostly depends on their ability in reading comprehension.

However, the fact happening in SMPN 1 Borobudur shows that the students encountered some problems in comprehending the English texts. Their problems come from the lack of vocabulary as the main aspect in understanding the materials. Furthermore, they did not know about some learning strategies that can be implemented to improve their reading comprehension. The students did not realize it although sometimes they have accidentally used some strategies.

Based on the previous discussion, some research findings show that the implementation of cooperative learning strategy contributes in the significant improvement of students' reading comprehension. As stated earlier, this strategy can increase the students reading comprehension, create more varied talk, more relaxed atmosphere greater motivation, more negotiation of meaning, and increasing amount of comprehensible input (Liang, Mohan and Early, 1998; Kagan, 1992). Furthermore, cooperative learning strategy is also helpful to

develop the students' vocabulary. The strategy can make the students more independent and raise their awareness towards reading. Moreover, students can also plan their own learning and explore their own problems and weaknesses. As pointed out by Slavin (1995) and Kagan (1994), this strategy can also promote student learning and academic achievement as well as motivate students to learn the materials.

After considering those advantages, the researcher believes that cooperative learning strategies can be used effectively to improve the reading comprehension of the students significantly. In this study, the researcher will conduct some of methods that are promoted by to Johnson, Johnson, Stanne and Garibaldi (1990). Some methods which will be conducted are pair read, think-pair-share, round table brainstorming, group discussion and quizzes, and numbered heads together. However, it should be implemented well by referring to the need and proficiency of the students. Hopefully, some actions that will be implemented can represent and cover the cooperative learning strategies so that it can improve the reading comprehension at the seventh-grade students in SMPN 1 Borobudur in the academic year of 2012/2013.

D. Research Hypothesis

Based on the previous discussion, the research hypothesis can be presented as follow: Cooperative learning strategies can improve the reading comprehension at grade seventh students of SMPN 1 Borobudur in the academic year of 2012/2013.

CHAPTER III

RESEARCH METHOD

A. Type of the Research

The research study on using cooperative learning strategies to improve reading comprehension was action research. This was categorized as action research since there was a self-reflective, critical, and systematic approach that was done by the researcher to identify a problematic situation as a way of improvement and changes in educational practice.

In doing this action research, the researcher considered phases which were involved in each cycle. Those were planning, action, observation, and reflection. Every phase was done based on Kemmis and McTaggart in Burns (1999:33) ideas on the research. The processes could be drawn in Figure 1 below.

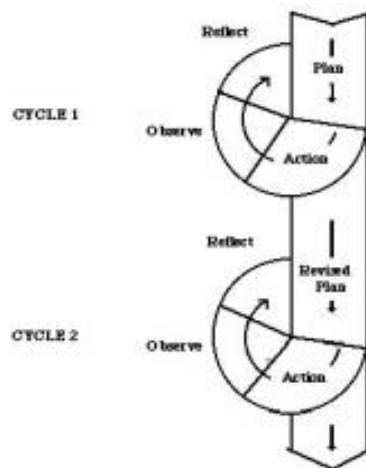


Figure 1. Steps of action research according to Kemmis and McTaggart in Burns (1999:33)

B. Subject of the Research

The researcher chose the students VIID grade VII in SMP N 1 Borobudur in the academic year of 2012/ 2013 as the source of collecting the data. It was because the students grade VII D had problems in reading comprehension. It was also based on the discussion with the English teacher and the agreement with the headmaster. Besides, the researcher had a discussion with the collaborator. The collaborator was the student of English Education Department.

C. Research Setting

The research was conducted in SMPN 1 Borobudur. It is located in Jl. Sentanu Km.2 Borobudur. This school has 21 classrooms with seven classrooms for each grade. Each class has their own facilities such as a board, 32 tables, and 32 chairs. SMPN 1 Borobudur has 36 teachers and 12 staffs. The school has a lot of facilities which can support the teaching and learning process such as science laboratory, language laboratory, multimedia laboratory, and library. There are also some extracurricular activities conducted both of academic and non-academic.

English is conducted two meetings per week. The teaching and learning process of English is conducted 2 x 40 minutes per meeting. The materials that are used by teacher are taken from some books and internet. In choosing the materials, the English teacher refers to the curriculum such as Standard Competency, Basic Competence, and syllabus. Sometimes, when the English teacher teaches listening, she asks the students to go to the language laboratory.

D. Procedure of the Research

To do the action research, the researcher used procedures as proposed by Kemmis and McTaggart (1999) as follows:

1. Reconnaissance

To explore and find out the information about the real situation of the teaching and learning process I did the reconnaissance process on March 26th, 2012. In the reconnaissance step, some activities were conducted: Observing the teaching and learning process, conducting an interview with some students of class VII D of SMP N 1 Borobudur and the English teacher, and holding discussions with the school principal and collaborators.

Based on the observations, the interviews, and the discussions, the existing problems were classified. They are problems related to the teaching techniques of the teacher, the activities of the teaching and learning process; and the material given during the teaching and learning process.

2. Planning

Together with the collaborator, the English teacher, and the school principle, the researcher made some plans to be implemented in the action research. In this step, some techniques considered suitable were selected to improve students' reading skill. The actions planned to be carried out includes implementing cooperative learning, implementing various interesting reading activities, giving interesting media and handout for the students, giving reward to the students and to the group.

3. Action and observation

The action plans agreed by the involved members of the research were implemented. They were implemented in two cycles. Each cycle was done in three meetings. Together with the English teacher and the collaborator, the researcher observed and recorded the students' reactions during the activities and did the interview with some students of VII D class of SMP 1 Borobudur after the English lesson. Based on the observation, field notes, and interviews, the involved members discussed the implemented actions and analyzed the result. The result of the discussion was used as an evaluation that would be used to improve the next actions.

4. Reflection

Based on the observation in the action, the reflection was done by the researcher and the English teacher. It was done by discussing the success of the action during the implementation and evaluating the action. Evaluation was done after each cycle was completed. In this step, the researcher and the English teacher evaluated the problems occurred in the action and tried to find the solution of the problems so that the researcher could do better in the next cycle.

E. Research Instruments

The data were qualitative in nature. The data were obtained by interviewing the students, doing observation during the teaching and learning process, and holding discussion with the students, the collaborators, and the English teacher. The data were in the form of field notes and interview transcripts.

The instruments for collecting the data were a digital camera, observation guide, and interviews guide.

The observation guide was used to note what happened in the classroom. It was used in the reconnaissance, action and observation steps. In the reconnaissance step, the observation guide was used to find out the problems faced by the teacher in the reading class. In the action and observation steps, the observation guide was used to see the implementation of the actions and the successes of the research.

The interview guide was used to get data related to the English teacher's and students' feelings about the implementation of the actions. In the reconnaissance step, the interview guide was used to find out the problems faced by the teacher and students. The interview guide was used to interview the teacher focuses on the teacher's perception toward students' reading ability, the students' involvement during the lesson, the techniques, the materials, the teaching media and the activities. The interview was guide used to interview the students covers the students' perception toward the English lesson, the difficulties in learning English, the techniques, the materials, the teaching media and the activities. In the reflection steps, the interview guide was used to see the students' and teacher's responses to the actions, for example, the students' opinion about the actions, the improvement of the students' reading ability and the difficulties during the activities of the actions, teacher's opinion about the actions, the condition of the teaching and learning process, and the students' involvement during the teaching and learning process

F. Data Collection Techniques

The data was collected in the form of qualitative. It meant that the data were the description of the reality happening during the research and the result of the test. In gaining the data, the researcher used some data collection techniques as follows:

1. Observation

The observation was used to find out what happened in the classroom when the action was implemented. It was also used to document and reflect systematically upon classroom interaction and events. In this case, the observation was reported in the form of vignette. It described what happened in the classroom. The description was the implementation of using cooperative learning to improve students' reading comprehension ability. The observation was also done by the English teacher as the collaborator.

Interview

An interview was held to get the data about the students' behavior and opinions while and after the teaching and learning process. The interview was planned but unstructured. It means that the questions were planned, but the teacher and the students might answer the questions whatever related to their opinions and suggestions about the teaching and learning process of reading by using cooperative learning. The English teacher and some students of the VII D class in SMP N 1 Borobudur were interviewed after the action was implemented.

G. Data Analysis Techniques

The data collected are in the forms of qualitative. The qualitative data were analyzed in four steps. Based on the explanation of Miles and Huberman (1994), qualitative data analysis can be done through some steps. They are data collection, data reduction, data display, and conclusions (drawing and verifying).

The first step was by collecting all the data such as the interview transcripts and vignettes. The second step was data reduction. In this step, I selected limited, simplified, and transformed the data by summarizing or paraphrasing the interview transcripts and vignettes. The next step was data display. The data which had been reduced were then organized and compressed. The data display of this research was in the form of text, vignettes, and interview transcripts. Then, the last step was making conclusion (drawing and verification). The conclusion was gained based on the results of the students' reading performances, vignettes, and interview transcript. In making conclusion, the collaborators and I worked collaboratively to obtain the valid findings.

H. Validity and Reliability of the Data

In order to make the data that were obtained valid and reliable, the researcher used some validity checks to ensure the validity of the data. As this study was action research, the researcher followed some criteria of validity proposed by Anderson in Burns (1999: 161-162) as the followings:

1. Democratic validity

Democratic validity refers to the extent to which the research is done in collaboration with all parties who have a stake in the problem under investigation. In achieving this validity, the researcher held some interviews with the member of the research such as the students and the English teacher as the collaborator. The researcher considered some opinions and suggestions which came from the interviews.

2. Process Validity

This validity was closely related to the reliability and competency of the research itself. To get the process validity, the researcher did the observation during the implementation of the technique (by using observation checklists and field notes), did the interviews with the students, and had discussion with the English teacher as the collaborator.

3. Catalytic validity

This validity is related to the extent to which the research allows participants to expand their understanding of the social realities of the context and how they can make changes in the understanding of their role and the actions taken as a result of these changes. In fulfilling this validity, the researcher made reflection and interviewed the English teacher and the students to know their perceptions after the actions. It was conducted to check the participants' understanding and continuity about the implementations.

4. Outcome validity

Outcome validity is related to the notions of actions leading to results that were successful within the context. To achieve this validity, the researcher did the action maximally. It meant that the researcher did not only find the solutions of the problem but also expressed the problem in a certain way into questions. The reflection was made by the researcher in every cycle.

5. Dialogic Validity

In order to obtain the dialogic validity, the researcher conducted dialogues with the students and the English teacher as the collaborator. The researcher asked them to give comments about the implementation of the action in every meeting so that there was evaluation. It was done to know the strength and weaknesses of the action and the researcher could do better than before in the next meeting.

The researcher also used the triangulation technique to obtain the trustworthiness. In achieving the trustworthiness, the researcher referred to some forms of triangulations proposed by Burns (1999: 164) as follows:

1. Time triangulation

Time triangulation meant that the data were collected over some period of time. It was done to get a sense of what factors were involved in change processes. In this research, the researcher did the action from March 4th 2013 until May 25th 2013.

2. Investigator triangulation

In this form, more than one observer was used in the same research setting. It was done by the researcher to avoid the bias observations. There were three

observers in this study, i.e. the researcher himself, the collaborator, and the English teacher of the Class VIID.

3. Theoretical triangulation

Theoretical triangulation meant that the data were analyzed from more than one perspective from some theoretical reviews. In this research, the researcher reviewed the theories from some experts of some books.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this research study, cooperative learning strategies is used to improve reading comprehension of the students in the 7th grade at SMPN 1 Borobudur. This chapter deals with the research findings and discussion of Cycle I and II.

A. Reconnaissance

On March 26th, 2013, I did a class observation to find the problems concerning the English teaching and learning process of class VII D of SMP N 1 Borobudur. In this step, I also interviewed the English teacher, and the students to get some input related to the English teaching and learning process.

1. The Identification of the Field Problems

After doing the class observation and the interview, the English teacher and I identified the problems related to the English teaching and learning process in VII D of SMP N 1 Borobudur. Based on these results, there were several problems found during the teaching and learning process. Table 1 shows that some problems concerning the teaching and learning process of English of Grade VII D of SMP N 1 Borobudur were related to the teacher, the students, the teaching materials, and the teaching method. The problems are presented in the following table.

Table 1: Field problems in the English teaching and learning process in VII
D of SMP N 1 Borobudur

No.	Problems	Code
1.	The students were not interested in the material given by the English teacher.	S
2.	The teacher could not create interesting reading activities.	T
3.	The students got bored with the classroom activities.	S
4.	The students lacked vocabulary mastery in understanding texts.	S
5.	The students were passive during the English teaching and learning process.	S
6.	The teaching and learning process was dominated by the teacher.	T
7.	The teacher mostly focused the class on the testing activity.	T
8.	The teacher did not use any interesting media to engage students with the lesson.	M
9.	The teacher did not give interesting materials.	T
10.	The materials were mostly taken from text books and <i>LKS</i> .	M
11.	The teacher only focused on translating when she taught reading to the students.	T
12.	There was a lack of variation of the teaching technique in reading.	M

S: Student T: Teacher M: Method

2. Determining the Urgent Problems to Solve

As stated in the beginning of Chapter I, I only focused the study on improving students' reading comprehension by using cooperative learning in the reading teaching and learning process. Therefore, the students could enjoy the teaching and learning process. Then, it could make the students comprehend reading texts easily. Because of this, the research team members decided to overcome the field problems based on the urgency level and feasibility to solve.

Table 2: The Urgent Problems Relating to the Process of
Teaching Reading

No.	Problems
1.	The students were passive during the English teaching and learning process.
2.	The students were not interested with the classroom activities.
3.	The teacher seldom used interesting media to engage students with the lesson.
4.	The teacher mostly focused the class on the testing activity.

3. Field Problems and Main Causes

After determining the field problems that would be solved, the collaborator, English teacher, and I analyzed the problems to find the main causes. This step was needed to recognize the obstacles and weakness in relation to the field problems found.

Table 3: Field Problems and Causes

No	Field Problems	Causes
1.	The students were passive during the English teaching and learning process.	The teacher very rarely gave motivation and reward. The teacher did not give students the opportunity to involve more in the teaching and learning process. It was because most of the activities at class were conducted individually.

(Continued)

(Continued)

No	Field Problems	Causes
2.	The students not interested with the classroom activities	The teaching and learning activities in the reading class were monotonous. The activities mostly were reading aloud, answers reading comprehension, translating the text.
3.	The teacher seldom to use interesting media to engage students with the lesson.	The teacher only focused on the need of finishing the materials from the textbook. The teacher did not try to make the students interested with the lesson.
4.	The teacher mostly focused the class on the testing activity.	The teacher did not know how to teach reading.

4. The Relationship between the Field Problems, Main Causes, and the Actions

After the problems were identified and documented, the English teacher and I made some plans to the possible actions to solve the field problems. The actions are presented in the following table.

Table 4. Field Problems, Main Causes, and Actions

No.	Field Problems	Causes	Action
1.	The students were passive during the English teaching and learning process.	The teacher very rarely gave motivation and reward. The teacher did not give students the opportunity to involve more in the teaching and learning process. It was because most of the activities at class were conducted individually.	Applying Cooperative learning activities, reward for the students and various reading activities
2.	The students got bored with the classroom activities.	The teaching and learning activities in the reading class were monotonous. The activities mostly were reading aloud, answers reading comprehension, translating the text.	
3.	The teacher rare to use interesting media to engage students with the lesson.	The teacher only focused on the need of finishing the materials from the textbook. The teacher did not try to make the students interested with the lesson.	Using pictures and other media to attract the students
4.	The teacher mostly focused the class on the testing activity.	The teacher did not know how to teach reading.	Giving the students handout to help them in understanding the material.

B. The Implementation of Cycle I

1. Planning

a. Applying Cooperative Learning Strategies

Some plans for the first meeting in Cycle I were organized to implement cooperative learning strategies. First of all, the explanation of descriptive was made. It aimed to make students understand the nature of descriptive. After that, a plan of cooperative learning strategies in the form of pair-read was made by the teacher. In this case, students were paired with their friends. Each pair was then given a task in the form of identifying texts of descriptive. This was conducted through discussion practices which encouraged students to be actively involved in the discussion practices. The use of discussion practices was aimed to make interaction.

Moreover, to support pair read activities, cooperative learning strategies in the form of games were also prepared by the teacher. The activities provided rewards given to the active group. Meanwhile, the punishment was given to the group that broke the rules of the process of teaching reading. These activities were used in order that students were competitive in pair read discussion. It was aimed to increase students' motivation in the process of teaching reading. Lastly, for the documentation purpose, an observation sheet, a camera, and Media Player 4 (MP4) were prepared.

In connection with the second meeting in Cycle I, the activities done were as a follow-up to the first meeting. Firstly, the materials given were still related to the previous one. It aimed to make sure that students really comprehended the

texts. Think-pair-shared and games were also employed to keep student's interaction and student's motivation high. Besides, a new text and a reading task which identified the elements of descriptive texts (identifying the topic, vocabulary and generic structures) for each group were also distributed to be discussed by students. It had a purpose to know students achievement in reading comprehension. Lastly, to record the teaching process, an observation sheet, a camera, and an MP4 were also prepared.

In relation to the third meeting in Cycle I, firstly, a more comprehensive reading task was organized by the teacher. It aimed to identify whether cooperative learning strategies in the first and second meeting influenced student's achievement in reading comprehension. Lastly, to observe the test process, an observation sheet, a camera, and an MP4 were also prepared.

b. Giving Interesting Media and Various Reading Tasks to the Students

I gave several interesting media to the students. It was given during the teaching and learning process. I gave the students pictures related to the text. I also gave the students tasks which aimed to improve students' vocabulary mastery, and grammar knowledge.

c. Giving Handouts of the Materials

Each student got a handout during the English classroom to help his or her learning. The handout was distributed whenever they learnt new materials. It consisted of the explanation of materials.

2. Action and Observation in Cycle 1

a. Applying Cooperative Learning Strategies

The implementation of the actions in the first cycle was done in three meetings. The first meeting was conducted on Wednesday, March 27th, 2013, and the second was on Thursday, April 11th, 2013, and the third meeting was on Saturday April 13th, 2013. I acted as the teacher and the English teacher became the observer. The complete description is provided below.

1) Meeting 1 (Pair-Read)

In the first meeting, I give the explanation about descriptive texts. It was done because explanation of descriptive texts was needed by students. Two texts of descriptive (*Mr. Kartolo and Santika Hotel*) were delivered in the process of teaching reading.

In the Building Knowledge of the Field (BKOF), some questions related to the descriptive text were asked to the students. It was done to catch student's attention and to elicit their knowledge related to the texts.

In the next stage, the Modeling of the Text (MOT), a text of *Mr. Kartolo* was distributed for all students. In this case, I asked the students to identify the generic structure and language features. In the end of this stage, I asked the students to answer some questions related to the texts.

The Joint Construction of the Text (JCOT) was the next stage. The students were asked to make some groups consisted of two students. The purpose of the grouping is to give opportunity for the students to interact to one another. A text entitled *Santika Hotel* was distributed to all students. Here, a reading activity

was done. The element of texts (topic, vocabulary, generic structures and the goal) was discussed. Moreover, guessing some difficult words were also carried out. To catch student's involvement, rewards and punishment were given in this segment. The Independent Construction of the Text (ICOT) became the last phase in the process of teaching reading. In this stage, the students were asked to discuss the text entitled *My Family*. They asked to identify the elements of the text (topic, vocabulary, generic structures and the goal). Then, the students have to answer the task related to the text. Because the time was over, this phase could not be done. In line with the process of teaching reading done, I then conducted some interviews with the students to obtain their comments on the reading class. The following is the interview transcript of some students in classroom.

R: *Tadi menurut Anggi gimana pelajarannya?* (Anggi, what do you think about the lesson?)

S: *Nyenengin, soalnya ada permainannya.* (**it was fun** because there was a game)

R: *Bagianmana yang nyeneginnya tadi pas pelajaran?* (Which parts of the lesson that you like the most?)

S: *diskusi.* (the discussions.)

(Interview Transcript 3)

R: *Gimana tadi pelajarannya?* (What do you think about the lesson?)

S: *Enak. Nyenengin.* (It was good. **It was fun.**)

R: *Ok, kalo soal bekerja dalam kelompoknya gimana tadi?* (Ok, what about working in group?)

S: *Bagus owk.* (Good)

R: *Apa bisa mengorganisasi kelompoknya?* (Can you organize your group?)

S: *Bisa.* (Yes, I can)

(Interview Transcript 4)

From those interview transcripts above, Cooperative Learning Strategies in the form of Pair-Read was successful to improve the students' reading

comprehension on texts. They could understand the texts by having a discussion among their friends in the group and sharing knowledge with their friends. The technique also increased their curiosity in understanding the texts by doing the activities in each step of the technique.

However, there was still a problem which existed in the process of teaching reading. The problem came from the teacher. As the teacher, I presented the material too fast so the students were a little bit confused and they asked me to repeat the explanation. In line with that problem, I have to control my speed when I delivered the materials as inferred from this interview transcript.

P: *Krisna, untuk pertemuan pertama yang dilakukan dalam pembelajaran reading ini menurut Anda bagaimana? Berjalan dari awal sampai akhir kekurangannya dimana kelebihanannya dimana. Bisa tolong disampaikan komentarnya. (For this first meeting in the process of teaching and learning reading, what is your comment? What are the strengths and weaknesses? Would you please give your comments related to the first meeting?)*

K: *Menurut saya keseluruhan sudah bagus, tapi sayangnya pada saat awal-awal itu mungkin terlalu cepat sampai tadi Saudara menanyakan kepada siswa apa terlalu cepat, tidak sampai siswanya banyak yang menjawab terlalu cepat akhirnya sampai selesai sudah bagus. Kemudian untuk penentuan kelompok tidak usah ditanyakan kepada siswa mulai dari bangku paling kiri atau bangku paling kanan untuk penentuan nomornya menurut saya kurang efisiensi waktunya tapi secara keseluruhan setelah itu diskusinya bagus sekali jadi siswa langsung aktif. Ya semoga saja untuk pertemuan selanjutnya bisa ditingkatkan lagi. (I think, in general, it was good. Unfortunately, in the beginning, **you were too fast in explaining materials** until you asked students and they said that you were too fast. But, finally, everything was good till the end. Then, for the group determination, you needed not to ask students from the left desk or right desk for the member number of the group, I think it was not efficient. But, after that, discussions ran well so students were active directly.)*

(Appendix B, Interview 30)

In connection with the interview transcript above, the collaborator said that I was too fast in giving an explanation of the materials. He suggested me to be slower in explaining the materials. I should manage my way in teaching with students' pretension. But, the process of teaching reading ran well generally.

2) Meeting 2 (Think-Pair-Share)

In the second meeting, one of the texts given was still the same as in the previous meeting. It was entitled *Santika Hotel*. In this meeting, I changed the teaching strategies. Unlike the previous meeting, I used think-pair-share strategies.

I started the class by greeting the students and led the students to pray. After that, I checked the attendance list. There was a student who did not come at this meeting. In Building knowledge of the Field (BKOF) stage, I tried to encourage the students to be active in the class by asking questions about the lesson from the previous meeting. Most of the students still remembered the materials that they had learned before.

In this meeting, the Modeling of the Text (MOT) have been delivered in the previous meeting and directed to the Joint Construction of the Text (JCOT). To avoid the errors, I gave them some clues related to the last text.

The Joint Construction of the Text (JCOT) stage, I asked the students to discuss the content of *Santika Hotel* text. The element of the text discussed was the topic, vocabulary, generic structures and the goal. Then, those elements were written on the white board to be completed by students. Students interacted

actively with their partner and as exemplified in the following interview transcript.

R: *Maaf Mas mengganggu sebentar, mas mau Tanya, kegiatan belajar kemarin itu bagaimana menurut Ade?* (Excuse me. I want to ask you about the learning activity yesterday. What is your comment?)

S: *Ya enak soalnya bisa interaksi sesama teman dan sesama kelompok.* **(It was enjoyable, because I interacted with friends in my group and others.)**

R: *Kira-kira dengan kegiatan itu bisa membantu Ade untuk memahami teks gak?* **(Did the activities assist you to comprehend the text?)**

S: *Bisa banget Mas soalnya bisa mempermudah gitu loh.* **(Yes, absolutely. It was because the activities assisted me comprehend the texts easily.)**

(Appendix B, Interview 5)

In relation to the interview transcript above, the students enjoyed the learning activities. By interacting with friends, they comprehended the text easily. As a result, the interaction helped students to comprehend the text.

To activate all students in each group, I give a game in the Independent Construction of the Text (ICOT). In this game, I asked one of the group members to come forward to share their ideas on the whiteboard. The game was enjoyable for students as displayed in the interview transcript below.

R: *Menurut Ade bagaimana pembelajarannya?* (What is your comment?)

S: *Ya seru si.* (It was great.)

R: *Karena?* (Why?)

S: *Gamesnya kaya kemarin-kemarin.* **(The game was like the one we had yesterday.)**

R: *Suka?* (Did you like it?)

S: *Suka.* **(Yes, I liked it.)**

(Appendix B, Interview 16)

In reference to the interview transcript above, the student enjoyed the learning process because they liked games. To involve students more in the

discussions, I made a group task which was in the form of essay in this stage. The task assisted them comprehend the descriptive text entitled *My Family* which focused on exploring the generic structures of the text. Such questions were targeted to provide better understanding of the descriptive text. After finishing the task, students submitted to me to be checked.

However, in terms of student's involvement, not all students were actively involved as showed in the following interview transcript.

P: *Krisna bagaimana pendapat Anda tentang meeting kedua yang dilakukan ketika kegiatan cooperative learning strategy dilakukan dalam pembelajaran reading.* (What is your comment for the second meeting done with cooperative learning strategy?)

K: *Untuk pertemuan yang kedua saya rasa sudah bagus ya. dan sempat tadi Anda membantu mengartikan kata tetapi tidak langsung artinya apa tapi menggunakan kalimat lain itu juga membuat mereka tidak bergantung tidak langsung mendapatkan apa yang mereka inginkan tapi mereka berpikir dulu. Untuk interaksinya saya lihat sudah sangat bagus mulai dari antar siswa mereka berdiskusi, kemudian ketika melihat materi mereka juga sibuk mengerjakan materi ditambah pembahasan dari Saudara jadi mereka langsung pay attention kepada Saudara. Untuk interaksinya saya kira sudah bagus. Namun mungkin ada beberapa dari sebagian yang kurang aktif belum teraktifkan semuanya. Mungkin untuk selanjutnya bisa diaktifkan lagi dan ada satu lagi tambahan mungkin bisa ditambah permainan untuk selanjutnya. **(For this second meeting, I think it was good enough. And, you helped them translate the difficult words indirectly. You did not give the meanings directly but you used another sentence. It worked in order to students think first and they did not depend on you to get what they wanted to. For the interaction, I think it was great, starting from among students, they discussed. Then, when they looked at the materials, they were also busy to do the materials. In addition, there was explanation from you, so that they directly paid attention to you. For interaction, it was good. However, there were some who were not active. Not all students were active. Perhaps, for the next meeting, it can be added by games.)***

P: *So far berarti masih perlu games sama pengkondisian anak-anak supaya aktif semua ya.* (So far, the teaching process still needs games and needs to control students in order that students were active all.)

K: *Iya.* (Allright.)

(Appendix B, Interview 31)

With regard to the interview transcript above, the process of teaching reading was good enough. I assisted students to guess the meaning of some difficult words well. Students also interacted with the teacher, other students, and the material. But, there were still some students who were not active in the process of teaching reading. They tended to do chatting rather than taking part in the discussion practices. Therefore, the teaching process still needs some improvements related to student's involvement.

3) Meeting 3 (The Reading Task of Cycle I)

In the last meeting of Cycle I, I conducted a more comprehensive task that dealt with the elements of descriptive texts. Some parts of materials in the task were given in the two previous meetings which aimed to know whether the first and second meeting assisted students comprehend the texts. There was also a new material of a descriptive text which was used to check student's reading comprehension. The reading task was done well as exemplified in the interview transcripts below.

R: *Maaf Mas mengganggu sebentar. Mas mau tanya ujian Cycle I yang pernah dilakukan. Menurut Ade tesnya bagaimana?* (Excuse me, I want to ask about the reading task in the first Cycle that was conducted. What is your comment about that?)

S: *Gak terlalu susah, soalnya teksnya lumayan gampang untuk dipahami gak muter-muter. (It was not too difficult, because the texts were easy to understand. It was not complicated.)*

- R: *Mudah ya, Ade bisa. Kemudian apa kegiatan pembelajaran sebelumnya itu membantu Ade untuk memahami teks ini?* (It was easy. You could do it. Then, did the process of teaching reading before the test assists you to comprehend the texts?)
- S: *Iya memahami. Bisa tahu isinya cerita.* **(Yes, I understood. I comprehended the content of the story.)**

(Appendix B, Interview 22)

- S: *Gak sulit si soalnya materinya udah pernah diajarin.* **(It was not difficult because the materials were taught before.)**
- R: *Terus apa pembelajaran sebelum ujian membantu Ade untuk mengerjakan tes ini?* (Then, did the process of teaching reading in the previous meetings assist you do this reading task?)
- S: *Sangat membantu.* **(Yes, it assisted very much.)**
- R: *Apakah ada kesulitan yang begitu besar yang Ade hadapi untuk mengerjakan tes ini?* (Is there a complex problem that you face to do this test?)
- S: *Gak soalnya bacaannya pernah dipelajari arti-artinya juga pernah diartikan bareng-bareng jadi ngerti jalan ceritanya.* **(No, because the materials had been taught and some words were discussed together so that I know the plot of the story.)**

(Appendix B, Interview 23)

Interview 22 and 23 show that some students did not find difficulties to do the task because some parts of materials had been given in the two previous meetings. In short, discussion practices assisted students comprehend the texts.

Many students did the reading task well. But, there were also some students who still faced difficulties to do the reading task. Beside some difficult words, students found the difficulty to identify the topic as presented in the interview transcript below.

Moreover, students also encountered the difficulty to identify the topic of the descriptive text as inferred from the interview transcript below.

R: *Susahnya kenapa?* (Why is it difficult?)

S: *Pas disuruh nyebutin the text tells about.* **(When asked to mention the text tells about.)**

R: *Oh topik yang masih bermasalah.***(Oh. It was a topic that still became a problem.**

(Appendix B, Interview 21)

In reference to the interview 21 students still found problems included the way for identifying the topic. Briefly, that problem still becomes an obstacle for the students to comprehend the text.

b. Giving interesting media and various reading tasks to the students

I gave several interesting media to the students in the forms tasks. I used pictures to help the students in bringing their background knowledge to the text. I chose some pictures which were relevant with the topic. I used some pictures related to the occupation around them like policeman, doctor, pilot, etc. By showing the pictures, the students' attention toward the lesson increased. Below is the example of pictures that I gave to catch the student's attention.

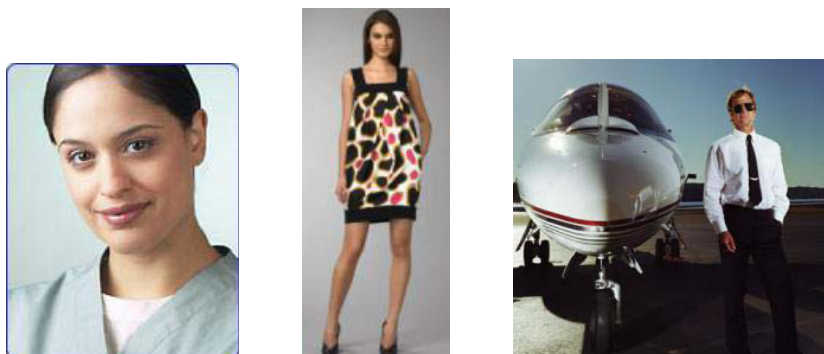


Figure 2: Picture used in Cycle I

These pictures help them in analyzing with the help of the teammate. The students should work together to describe the pictures. They shared their ideas and opinion about how to describe the pictures. The interaction in the group trained them in how to use the social skills to finish the task.

In Cycle I, I also used various reading tasks. I used jumbled sentences to make the students understand the descriptive text. Before reading the descriptive text, the students were asked to arrange jumbled sentences about an event into a good paragraph in group. After they finished discussing the task face to face with their group, they were asked to present their discussion in the front of the class. After that, they were asked to comprehend that text and answered some questions.

c. Giving a handout of the materials

Before I taught the class, the students had to take the English book from the teacher in the English teacher desk. When the students wanted to use it, they had to turn it back after the class finished. It gave them a little chance to learn the materials again. Because the teacher mostly explained the material on the white board, the students spent more time on writing it to their book. So, I gave all students handout when they faced new materials. The handouts were given before the lesson started. It helped them learn the materials given and saved the time for writing. The following interview transcript describes the students' feeling towards the use of handout during the teaching and learning process.

R: *Handout atau materi yang diberikan membantu gak dalam belajar kalian?* (Does the handout or the material help you to understand the lessons?)

S: *Ya. Kalo biasanya kan banyak nyatet, jadi banyak kehabisan waktu*

*buat nyatet penjelasan yang dipapan tulis. (Yes it does. **I used to write a lot and ran out of time to write all the explanation in the whiteboard.**)*

(Interview Transcript 17)

R: *Kalo dengan penggunaan handout itu membantu gak? (Does the use of handout help you learn the materials?)*

S1: *Ya membantu lah,mas.(Yes, it does.)*

S2: *Jadi lebih paham. (**I can understand more.**)*

(Interview transcript 18)

3. Reflection

After conducting the actions in Cycle I, the collaborators and I conducted a discussion to make some reflections. It was to fulfill the democratic validity and the dialogic validity as mentioned in Chapter III. In the discussion, we analyzed the data from the observations and the interview transcripts to evaluate the action conducted. Everyone was free to express their opinions, feelings, and suggestions related to the implemented actions. The following were the results of the reflection.

a. Applying Cooperative Learning Strategies

Pair-read and think-pair-share were used during Cycle I. Generally, the students could improve their involvement in teaching and learning process. These activities helped them understand the materials given since they could share what they knew to all members in their group. Working in a group meant that students had more opportunity to get better understanding in comprehending the text from their friends. The students said that they were more motivated in joining the activities of learning reading. Besides, the students could minimize the difficulties

to answer the tasks and reading comprehension test. Then, the students' motivation in reading English texts also increased. Based on the interview, students felt more confident in reading the text and answering the questions. The following interview transcript describes the students' feeling:

R: *Mana yang lebih suka, bekerja dalam grup atau sendiri?* (Which one do you like, working in group or individual?)
 S1, S2, S3: *Group* (Group)
 R: *Kenapa?* (Why?)
 S2: *Lebih terbantu mas* (**It's more helpful.**)
 R: *Nah, kalo dapet text itu lebih suka membaca sendiri apa ada temannya?* (When you get a text, which one do you like? Reading by yourself or with your friends?)
 S1, S3: *Ada temannya* (With friends.)
 R: *Kenapa?* (Why?)
 S1: *Jadi gak grogi mas* (**It makes me feel less nervous.**)

(Interview Transcript 9)

The collaborator or the English teacher also gave positive feedback. The English teacher said that the cooperative learning helped the students to be confident to speak. The interview below reflects the teacher perspective about the changes of behavior from the students.

R: *Menurut pengamatan ibu, peningkatan apa saja yang paling terlihat pada siswa?* (Based on the observation, what's the most improvement can be seen from the students?)
 T: *Peningkatannya? Dalam memahami lumayan sudah, kemudian ini keberaniannya, sudah meningkat. Mbak itu sapaya...Siti, sudah agak berani untuk mengungkapkan. Padahal biasanya kalau dia mengungkapkan itu kadang pelan sekali tapi sekarang sudah lumayan bagus.* (**The improvement? The students bravery and ability in comprehending the text are improved. Then the confidence, it's improved. Siti, she is now brave enough to speak. Whereas, usually she speaks very soft, but now is quite good**)

(Interview Transcript 13)

Then, English teacher also found that by conducting cooperative learning, the process of teaching and learning of reading in the class was getting better. This situation led to the improvement of students' reading comprehension. It can be seen from the students' work when they answered some questions. The students began to be able to find the specific information and general information of the text.

I also noted that the arrangement of the group is mixed from heterogeneous proficiency level, so it is good for the students. The following interview transcript describes the improvement during the reading class.

R: *Bagaimana menurut pendapat ibu penggunaan cooperative learning dalam pelajaran reading? Apakah cukup menarik bagi siswa? (What's your opinion the use of cooperative learning in reading? Is it interesting enough for the students?)*

T: *ya ..ha'a cukup menarik sekali ya.. karena tadi pembagian kelompoknya sudah berdasar rangkingya. Jadi tadi bias dilihat dari ekspresi dari siswanya. Dengan tepuk tangan seperti itu. Jadi bagus sekali. (Yes. it's quite interesting, because the arrangement of the groups is based on the rank. **So, it can be seen from the expressions from the students. They clap their hands. So it's good.**)*

R: *Apakah menurut ibu, apakah siswa bias memahami materi dengan jelas dan mudah? (in your opinion, are the students able to understand the material easily and clearly?)*

T: *Secara "all" secara umum, itu siswa bias memahami. Karena waktu mas Adit tanya, siswa juga bisa merespon. Ya secara umum. **(In general, the students are able to understand. When Mas Adit asks questions, the students can respond to it. In general, yes.)***

(Interview Transcript 14)

However, some problems occurred during the implementation of cooperative learning, especially during class discussion. The teacher had tried to encourage the students during the presentation to share their ideas among their friends in the class but they were still reluctant to do that. They kept silent.

Furthermore, it was about the way I explained the material to the students. The students thought that when I explained the instruction or the material, my English was too fast for them. It was the first meeting for me so that I felt a little bit nervous. The group management and the teacher's way in explaining should be improved for the next meetings.

b. Giving Interesting Media and Various Reading Tasks to the Students

The students were interested to the materials. I chose materials which were relevant with their daily life such as talking about their parent's occupation. Then, I used some pictures related to the text. These pictures helped them in bringing their background knowledge to the text. I also used pictures and jumbled sentences to attract the students with the lesson in order to promote the group work. These media attracted the students' attention toward the lesson. The use of various and interesting reading tasks also helped the students to improve their vocabulary mastery, grammar knowledge, and students' reading comprehension ability. The students were not lazy and reluctant to do the tasks.

c. Giving a Handout of the Materials

The handout given to the students helped them in learning the materials. The students did not need to write my explanation since the explanation had been in the handout given. As a result, the students could focus on the teacher's explanation instead of making notes.

C. The Implementation of Cycle II

1. Planning

Based on the reflection of the actions implemented in Cycle I, I found that there were some aspects in Cycle I that needed to be improved. Considering the improvement of reading comprehension ability, I still implemented the same actions in Cycle 2. I decided to implement the same strategies and some new methods with the hope that the teaching and learning process would be more enjoyable and the students' reading skills would significantly improve. The action plans of Cycle II reveal the following points.

a. Applying Some Cooperative Learning Strategies

There were some technical problems during the teaching and learning process in Cycle I that needed to be fixed. I found few students still made a noise and did not want to work with their friends in the same group. So, in the Cycle II, I would change the seat arrangement of these students so that they would not make noises and would be more concentrated with their own group. I also would maximize my role as a controller during the group work. I would continue monitoring them and guide them if there were any difficulties during the lesson. In the first meeting, the each group was divided into pairs first. After that, they would be asked to complete the task. Then, they would ask to discuss their work together with the whole group. I would like to implement more cooperative learning activity that increased the role of individual in the group. To help the

students understand my instruction and my explanation, I would speak more slowly and clearly.

In addition, there would be round table brainstorming to create a good atmosphere during the teaching and learning process in Cycle II. In round table brainstorming, the students would finish a task related with notice. The students would write the first thought that come to their mind about a notice in a sheet of paper. After all the students wrote what was on their mind, they discussed their answer with their group and presented it in the front of the class.

In connection with the first meeting, I used numbered head together in the second meeting. In this activity, the students were asked to discuss with the group to answer some questions. In this activity the students worked in pairs first. Then, after working in pairs, they compared the answers to the group. All students in a group should know the answers of the questions by discussing them as a group. Then, I would ask a certain student to answer a certain question as the representative of each group. The last cooperative learning would be group discussion followed by individual quiz. The score of individual quiz would be added to the group score to determine the best group.

b. Giving Interesting Media and Various Reading Tasks to the Students

As in the Cycle I, I still used interesting media to the students. It was given during the teaching and learning process. I gave the students pictures and some origami papers to attract the students' attention with the lesson. I also gave the students reading tasks to improve students' reading comprehension. The reading

tasks were in the form of matching, true/false questions and essay questions related to the material.

c. Giving Handouts of the Materials

As found in Cycle I, the handouts facilitated students to do the given tasks. It would consist of the explanation of materials and tasks. I planned to keep providing it until the last meeting.

d. Giving Rewards to the Best Group and Best Group

In Cycle II, I planned to give rewards in order that they would be more excited to give the best group and student in the class. It can be seen from the finding of Cycle I that the students were enthusiastic in competing with others and becoming the winner. It was expected that rewards could encourage everybody to be active at the class.

2. Actions and Observations of Cycle II

a. Applying Cooperative Learning Strategies

Cycle II consisted of three meetings. The first meeting was on April 20th, 2013, the second meeting on April 27th, 2013 and the last meeting was on May 2nd, 2013. As in the previous cycle, the English teacher acted as the observer and I taught the students as usual using planned actions. The implementation of the actions could be seen below.

1) Meeting 1 (Round Table Brainstorming)

This meeting was focused to solve some problems which appear on the Cycle 1. Based on the discussion with the English teacher, I planned some additional action in this meeting. I would implement round table brainstorming and concentrated on building the students' vocabulary mastery.

I started the class by greeting the students and checking the students' attendance list. After that I showed to the students about the material that would be learnt. Some of the students showed their attention but the rest not. For the Building Knowledge of the Field (BKOF), some questions related to descriptive texts were asked to students. It was done to catch student's attention and to elicit their knowledge related to the text.

The next stage was the Modeling of the Text (MOT), several examples of notices including warning, prohibition, and instructions were distributed for all students. In this case, I asked the students to read the texts and discuss the detail information. In the end of this stage, I asked the students to answer some question related to the text.

In the Joint Construction of the Text (JCOT) stage, I involved the round table brainstorming. When the students conducted round table brainstorming, the students were divided into groups consisting of four students. They first given a text related to notice. Then, the groups were asked to fill in the web and write what the first thought that came to their mind. After all the students wrote what was on their mind, they discussed their answer with their group. After the group finished their discussion, they were asked to write their discussion in "origami"

papers. All the groups were asked to present their discussion in the front of the class. The activity was focused on identifying information and ideas about notice. Then, the students integrated those information and ideas with the help of the group. The following field note describes the situation during the activity.

P asked the students to sit according to their group and arranged the chairs. He handed out the “origami” papers to the students. Every group got different notices. Every student had to write the result of their brainstorm in the paper then discussed it with their group. At first, they were little bit confused with what they had to do. P explained once more the rule of the activity. When the group finished in brainstorming and discussing, P asked the group to present the results of their discussion in the front of the class. P asked the group to come forward voluntarily. P asked the students to listen and corrected the presentation of the group. P also asked them to provide feedback on their friends’ presentations. After the group presentation was finished, P asked the students to give applause. They looked very excited with the activity.

(Appendix A, Field Note 6)

Besides, the rules of the process of teaching reading that students should do were explained again. The rules aimed to keep student’s motivation high. Here, eight groups for discussion practices were still used. The purpose of this activity is to give opportunity for the students to interact one another.

After that, I added games through rearranging jumbled paragraphs. It was intended to make students more encouraged to join the reading activities. Cooperative learning strategy also helped students to face a problem related to the limited understanding of vocabulary through guessing it as exemplified in the bold forms.

“Then, the researcher continued the learning activities after students from class VIII B got a book they wanted to borrow. **The researcher translated the meaning of some difficult words together with students. The researcher showed the meaning indirectly. Such a**

word barefoot, the researcher intentionally took off her shoes to translate the meaning of the word.”

(Appendix A, Field Note 5)

With regard to the above bold forms, the meaning of a word was guessed together with the students. Besides, I and the students guessed many difficult words together. I provided the context for students so that they guessed the word's meanings accurately.

With regard to the cooperative learning strategy, it supported students to be involved fully in the process of teaching reading. The activities made the text easily comprehend by students as presented in the following interview transcript.

P: *Mas mengganggu sebentar ya. Menurut Ade pembelajaran tadi bagaimana?* (Excuse me. What is your opinion about the process of learning just now.)

S: *Menyenangkan dan seru.* **(It was fun and attractive.)**

P: *Kenapa?* (Why?)

S: *Soalnya ada games dan kerja kelompok sesama siswa.* **(Because there were games and group work among students.)**

P: *Berarti tadi membuat Ade lebih memahami teks.* **(It means, the activities supported you to comprehend the text.)**

S: *Iya.* **(Yes.)**

(Appendix B, Interview 19)

From interview transcript above, it implied that the use of Cooperative Learning Strategies was successful to improve the students' reading comprehension. The students argued that by using Cooperative Learning Strategies steps, they could understand text better than before.

2) Meeting 2 (Numbered Heads Together)

This meeting was still focused to solve some problems which appeared on the Cycle I. I opened the lesson by greeting the students and checking the students' roll. In Building knowledge of the Field (BKOF) stage, I tried to encourage the students to be active in the class by asking questions about the lesson from the previous meeting. Most of the students still remembered the materials that they had learned before.

In this meeting, the Modeling of the Text (MOT) have been delivered in the previous meeting and directed to the Joint Construction of the Text (JCOT). To avoid the errors, I gave them some clues related to the last text. The next cooperative learning method that will be used was numbered heads together. In this stage, the students were asked to answer all questions about notice in groups. After that, every student in each group had a responsibility to answer certain questions orally. After the students finished the task, I checked the group's work by calling out the student based on their number (1, 2, 3 or 4). For example, I called out a student who got number two. Each student who gets number two were asked to stand up and give the answer.

This activity helped the students in understanding the notice since they could ask their friends in the same team if they did not understand. By working together with their friends, they could avoid the confusion as they could discuss together. This activity also aimed at ensuring the individual accountability. The students, who in Cycle I always made some noise, tried their best to be able to

ready and answer the questions when I called them. It can be inferred from the following interview transcript.

R: *Aktifitas apa yang paling kamu sukai?* (What activities do you like the most?)

S: *Aktifitas yang suruh nulis apa yang dipikirin gitu di kertas terus maju kedepan kelas. (The activity that I have to write what I thought then presents it in front of the class.)*

(Interview Transcript 12)

The last stage was Independent Construction of the Text (ICOT). Cooperative learning activity used was group discussion which was followed by an individual quiz. This activity was focused on reading comprehension. Every group that consisted of 4 members' comprehended text and answer the questions related to *School Library: Rules and Regulation* text. All groups comprised heterogeneous students in terms of their English proficiency so that a student who was good in English could help his friends in the same group.

First the groups were asked to read the text in pairs. Then, after pair reading, the pairs discussed their reading with the whole members of the group. By doing this group discussion, the students transferred knowledge to the other members in the group. After the entire groups sure that all of their members ready for the quiz, I gave them an individual quiz. The students enjoyed the activity because they could help one another in order to achieve the common goal. The collaborators and I observed them when they conducted the activity. The following interview transcript describes the student's feeling towards the activity.

R: *Paham gak tadi pelajarannya?* (Do you understand the lesson?)

S: *Paham, Mas.* (Yes, I understand.)

R: *Menyenangkan gak belajar kelompok?* (Is it fun for you to work in group?)

S: *Menyenangkan!* (**It was fun.**)

R: *Bagian apa yang menurut kalian paling menyenangkan pas kerja kelompok kemarin?* (Which part of the group work do you think is the most enjoyable?)

S: *Kerja kelompok tapi yang ada kuisnya.* (**Group work with quizzes.**)

(Interview Transcript 18)

As the teacher, I felt that there was an improvement in terms of students' confidence in reading and answering the text. Cooperative learning methods that became the main activity at the class could improve the students' motivation towards reading.

3) Meeting 3 (The Reading Task of Cycle II)

In the last meeting of Cycle II, I conducted a more comprehensive task that dealt with the content of descriptive. Some parts of materials in the task were given in the two previous meetings which aimed to know whether the first and second meeting assisted students comprehend the texts. There was also a new material of a descriptive text which was used to check student's reading comprehension. The given task was done individually. The task was done well by students as presented from the interview transcripts below

P: *Menurut Ade kesulitan yang sangat besar tidak Ade hadapi ya untuk memahami teks ya.* (There was a complicated problem or not that you faced to comprehend the text. What is your comment?)

S: *Tidak, tidak ada.* (**No, there was not a complicated problem.**)

P: *Pembelajaran sebelumnya membantu Ade untuk mengerjakan soal?* (Did the learning process before the test help you do the reading task?)

S: *Iya Mas membantu.* (**Yes, it helped me.**)

P: *Berarti menurut Ade bisa dikatakan secara garis besar tes yang kedua ini Ade lebih mampu lagi dari tes yang pertama.* (It means, it could be said that in this second reading task you were more capable to do than in the first reading task.)

S: *Iya lebih mampu.* (Yes, I was more capable.)

(Appendix B, Interview 26)

- P: *Maaf ya Mas mengganggu sebentar Mas mau Tanya tentang tes di cycle dua ini. Menurut Ade bagaimana dengan soalnya yang dikerjakan?*
(Excuse me, I want to ask about the reading task in the second cycle. What is your comment about the test done?)
- S: *Lebih gampang si soalnya udah diterangin sama Masnya kan, terus kosa katanya udah dibahas juga kan.*
(It was easier because Mister had explained some part of materials, then some words also had been discussed.)
- P: *Berarti pembelajaran sebelumnya membantu ya?*
(It means the learning process in the previous meeting assisted you do the reading task.)
- S: *Membantu banget.*
(It assisted me very much.)
- P: *Kegiatan yang interaktif itu membantu. Dibandingkan tes yang pertama tes kedua Ade merasa lebih mampu?*
(Those interactive activities assisted you. If the first reading task was compared with the second reading task. Did you feel more capable?)
- S: *Iya.*
(Yes, I did.)

(Appendix B, Interview 25)

In connection with the above interview transcripts, students did not find a complicated problem to do the task because some parts of materials were given in the two previous meetings. Students also said that they were more capable to do the reading task than the previous one.

In brief, students did not encounter complicated problems for comprehending descriptive texts. The processes of teaching reading in the two previous meetings assisted them do the reading task better as presented in the bold forms.

“Time for the English lesson was not over, but many students had submitted their work. Students looked capable to do the test well.”

(Appendix A, Field Note 7)

From the field note above, it shows that students looked capable to do the reading task.

b. Giving Interesting Media and Various Reading Tasks to the Students

As in Cycle I, I gave the students interesting media in the forms of pictures. In Cycle II I used this media to encourage and facilitate students in understanding the lesson. I used a lot of pictures of signs that students usually find in their daily life. Here are some of the pictures.



Figure 3: The example of sign used during the lesson.

Generally, the students were enthusiastic when I showed them the signs. Many students were able to answer my question and tell what they know about the picture. The following interview describes the situation during the lesson.

R: *Anda Tahu Ini Tanda Apa?*(Do you know what is this?)
 S: *Dilarang merokok pak?!* (No smoking sir?!)
 R: *Bagus, dimana biasanya kalian menemukannya?* (Good. Where do you usually find this sign or this notice?)
 S: *Sekolah, mall, rumah sakit.* (School, hospital, mall)
 R: *Bagus, dimana lagi?*(good, where do you usually find this notice?)
 S: *Pom bensin mas.* Gas station)
 R: *Bahasa Inggrisnya apa?*(In English please.)
 S: Gas station sir?!

(Interview transcript 27)

c. Giving Handouts of the Materials

During the Cycle II, I still gave the students the handout since it helped the students to learn the materials. As what had been found in Cycle I, the students paid more attention to my explanation as the materials were already on the handout. The students just made a note of some additional information which was not covered in the handout.

d. Giving Rewards to the Best Group

Giving rewards to certain students due to their best performance was done in some meetings. I explained the rules of some cooperative activities and the criteria of successful group who deserved rewards. Knowing that there would be rewards at the end of the activity, the students were very excited. They were encouraged to do their best and worked hard to be the best team. They also became more active in the discussion and in answering questions. It can be inferred in the following vignette.

R: *Saya akan memanggil acak menurut nomor kalian ya?*(Alright, I will call your number)
 S: *Ya mas?!*. (Ok, mas.)
 R: *Silahkan yang mendapat nomor 2 menjawab task 5 nomer 1.ada yang mau jadi volunteer?* (Who got number 2, please answer task 5 number 1,any volunteer?)
 S: *Saya mas.* (Me!?)
 R: OK Chelsea, please tell us the answer.
 S: Oke *mas*.

(Interview transcript 29)

Most of the students were happy when I gave the reward as an appreciation for their effort. In addition, the reward they got could be used to help them in learning English. The interview transcript below describes the student's feeling about the rewards in the teaching and learning process.

R: *Gimana menurutmu dikasih hadiah pas pelajaran tadi?* (What do you think about the rewards given during the teaching and learning process?)

S: *Seneng Mas. Jadi termotivasi. Tadi kelompokku dapet hadiah Mas. Dapet kamus, biar dipake pas pelajaran Bahasa Inggris. (It's interesting. It does motivate me. My team got the rewards. We got dictionary, it can help us when English lesson.)*

(Interview transcript 15)

3. Reflection

The collaborators and I did the final reflection after all actions were implemented. The results of the reflection were gained from the observations, and the interviews done after each meeting finished at the end of Cycle II. It is described as follows.

a. Applying some Cooperative Learning Strategies

Cooperative learning methods were successful in improving the students' confidence towards reading text and improving the students' reading comprehension. The students had more opportunity with their friends to share their knowledge and help each other to achieve the group goal. This activity had a big influence to the students' attitude toward reading. The students were more enthusiastic and interested in reading. Working together helped them in

understanding the materials. They did not feel bored anymore when facing the reading text.

From the teacher side, the way I explained the material during the teaching and learning process were increased. I spoke slowly when explaining the materials and giving instruction. So, those students who usually complained and asked me to repeat my instruction began to understand my explanation and instruction clearly. They were not often asked me to repeat either my instruction or my explanation.

Besides, I could manage all students during the cooperative learning. The students who always made noise during the Cycle I, in the Cycle II could cooperate with the group since I changed the sitting arrangement of these students. The changing of the sitting arrangement had made these students more concentrated with their own group. They stopped joking with other students and started to pay attention with the lesson. In order to optimize the role of individual in the group, I implemented more cooperative learning activity that requires the individual contribution in the group. For example I implemented numbered head together, round table brainstorming and group discussion followed by individual quiz.

In addition, to improve the group processing that was still low in Cycle I, during the action and observation in Cycle II, the group which was made of four students was divided into pairs first then worked in a whole group. In order to do that, I distributed two texts for each group so that the time management and group efficiency could be increased. This process had helped the students in organizing

the group in more effective and efficient way. As a controller in the class during the group work, I continued to monitor and walk around the class to help the students. I also guided them when they got difficulties during the lesson.

b. Giving Interesting Media and Various Reading Tasks to the Students

In Cycle II, there were pictures and various reading tasks. The implementation could reduce the students' boredom and could help them in comprehending the text that they read. Students could be actively engaged with the lesson when I showed the pictures. Students' confidence to express and respond toward the text given had increased. By using pictures during the lesson, the students were willing to learn English texts. The various reading tasks accommodated the students to practice their reading skill.

c. Giving a Handout of Today's Materials as a Brief Guideline

A handout which was distributed during the teaching and learning process helped the students in studying the materials. Besides, by giving the materials in the form of handout, the students could pay more attention on my explanation.

d. Giving Reward to the Best Group

In order to improve the students' participation during the English teaching and learning process, the rewards were given had successfully encouraged the students to do their best. Their involvement to ask and answer questions increased. When this action was done, there were more active students. They were

more motivated in reading English texts. They competed in quiz to get reward as the best group. The reward was also given to the student who showed good cooperation and good achievement during the lesson.

D. General Findings

This subchapter presents the research findings of all actions that had been done in the research. As stated before, the research aimed at improving reading comprehension to students of Grade VII D of SMPN 1 Borobudur through cooperative learning. Hence, the findings of the research involved the actions reached that goal. In Cycle 1, the implementation of cooperative learning was successful to improve students' reading comprehension ability and involvement. Cooperative learning gave students situation which could make them active in the process of teaching and learning of reading. They were trained to perform mutual interaction with the students and the teacher. They were given opportunities to share ideas and knowledge about the materials to the other students. Besides, the use of interesting media and reading activities also supported the success of Cycle 1. However, there were still some problems occurring in implementing the actions related to the students' reading comprehension ability, motivation, and involvement. Therefore, the researcher tried to solve the problems so that in Cycle 2 the students' reading comprehension ability could be improved successfully. Giving reward to the best group in form of dictionary improved the students' motivation to read English texts and participation during the teaching and learning process.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusions

This research study aimed at improving students' reading comprehension through cooperative learning. In line with the discussion in the previous chapter, it can be concluded that the use of cooperative learning improved students' reading comprehension. It can be described as follows:

1. The teaching and learning process was found interactive when I implemented cooperative learning methods. At the beginning, communicating the objectives of the lessons through asking and answering activities accompanied by media stimulated the students' involvement in the learning process. It also increased students' attention toward the lessons. By applying cooperative learning, the students became more motivated to work together. It has encouraged the students to help the other friends by sharing their ideas, teaching one's knowledge to the other and motivate the students in reading the text. The students became motivated, confident, and active during the reading class because they enjoyed the lesson.
2. The use of interesting media and various reading tasks contributed to the interaction in the English teaching and learning process. The students became motivated with the teaching and learning process. Moreover, students became more enthusiastic when they had been given new media. The media applied when I conducted the research.

3. The mixed ability group which was well arranged could help and encouraged the slow learners in understanding the reading material. So, it leads to the improvement of the students' reading comprehension. The mixed ability group also prevents the boredom among students. Moreover, the students were more interested to join the class activities when it was done in groups or in pairs.
 4. The students were very happy and enthusiastic in joining activities which were conducted individually, in groups, or in pairs when I gave them rewards. The rewards that I gave successfully motivated the students to read.
 5. Encouraging the students and making the learning processes at ease were effective to improve their involvement in the class activities. It successfully made the students not afraid to interact with their friends. So, they can exchange their knowledge when comprehending the text.
 6. The use of handouts of the material facilitated the students to learn English. The handouts itself was an outline of the lesson so that the students knew what they would learn. By giving the handouts, the students do not need to rewrite the material that I have explained. It is more efficient and less time consuming.
- Based on the results of the observation and interview, all of the actions that were implemented during the research can improve the students' reading comprehension. There were also some changes as the result of the actions. The changes were both in the way of thinking and the behaviors of the involved members. The changes were related to the following aspects:

1. The Changes in My Behavior

Before doing the research, I only knew a little about teaching the students through cooperative learning. I did not really understand how to implement cooperative learning and what the obstacles may happen. By doing this research, I get more knowledge about how to implement cooperative learning in order to improve the students' reading comprehension. I thought that teaching reading by using cooperative learning was simple and easy to do but now I realize that teaching reading by using cooperative learning is not simple. Through this action research, I learn many things such as how to handle the students, how to choose the materials and activities, and how to choose the media.

In addition, this research has given a big impact on my personality. I become more patient in organizing something. Before doing this research, I did not realize that I talked so fast. After conducting this research, I can control my speed when talking to someone. I am now better in organizing things when I do something. I used to do something randomly and now I can make things well organized especially when I think and act. I also become more respectful towards the students who have big efforts to learn. In the future, I should consider all those aspects to create better atmosphere in the teaching and learning process.

2. The Changes in the Students' Behavior

The implementation of cooperative learning made the students enjoy the English class. It can be seen when they were actively engaged during the teaching and learning process. For example, the students became volunteers, freely asked questions when they did not understand and were active in answering questions.

They also sometimes gave suggestions to me what they wanted to do in learning English and making their learning more enjoyable. The students were also willing to help their friends by teaching or telling them if there were any difficulties among their friends. They became more interested in reading since they have friends that were willing to help them in understanding the text.

3. The Changes in the English Teacher's Behavior

The English teacher became more open minded to make the English teaching and learning process more interesting. She improved her knowledge in creating the activities based on the activities which could make the students learn English well. She also has improved her knowledge in using media and various materials to make the English lesson more interesting.

4. The Changes in the English Teaching and Learning Process

The English teaching and learning process became more interesting. It was not merely reading texts, doing translation practice, and answering reading comprehension questions during the teaching and learning process but also implementing various activities that could encourage all students to work together as a group. The use of cooperative learning created a nice relaxed atmosphere of teaching and learning. Since the teaching and learning was focus on the students, they did not depend on the teacher in learning English. The students can help other friends in doing the task and understanding the materials. As a result, they became more enthusiastic and got better understanding in learning English.

B. Implications

The research findings show that the students' reading skill improved. Compared with the students' reading skill in the former conditions students' reading skill of grade VII D of SMP N 1 Borobudur has improved. It was related to the actions given in the classroom such as applying some cooperative learning methods, giving interesting media and various reading tasks to the students, giving a handout of the materials, and giving rewards to the best group and best reader. Both successful and unsuccessful actions have some implications. They are described below:

1. The implementation of cooperative learning methods could improve the students' reading comprehension. By applying cooperative learning, the students became more motivated to read. It has encouraged the students to help the other friends by sharing their ideas, teaching one's knowledge to other and motivate the students in reading the text. The students became motivated, confident, and active during the reading class because they enjoyed the lesson. It also helped the students learn the learning materials. It implies that the teacher can encourage the students to work in groups or pairs so that they have companions to discuss the learning materials.
2. The use of interesting media and various reading tasks contributed much to make the English teaching and learning process become more interesting. The students became motivated with the teaching and learning process. Moreover, students would be more enthusiastic when they were given new media. It

implies that it is important for the teachers to use the media to make the students joyful during the English teaching-learning process.

3. The implementation of giving handouts helped the students learn the learning material. It was an outline of the lesson so that the students knew what they would learn. They could prepare themselves as well. It implies that the teacher can provide handouts as the learning source for the students.
4. The implementation of giving rewards to the best performance encouraged all students to do their best. They were well-prepared for any tasks. Their involvement to ask and answer questions increased. They delegated their duty when working as a team or pair. It implies that the teacher can give a reward to motivate the students to learn more.

C. Suggestions

Based on the conclusions, implications and limitations explained above. I proposed some suggestions for the English teacher and other researchers.

1. The English teacher

Based on the conclusions and implications explained above, some suggestions are addressed to the English teacher. It is important for her to make some actions to respond to the findings in the research. She needs to enrich herself with the knowledge of how to create interesting activities so that the students can enjoy the teaching and learning process. It will help her create good atmosphere in teaching and learning process in which all students can be involved. The use of various media must be improved so that the English the teaching and learning

process will be more interesting. Moreover, if she uses rewards to motivate the students, she should balance the rewards given the students as groups and as individuals. All of those will improve the quality of English teaching learning process.

2. To Other Researchers

It is interesting to conduct this research. I get my own improvement in the knowledge of teaching reading. I expect that the other researchers who will conduct the similar research have better planning and preparation before conducting the research. Moreover, they should have sufficient knowledge related to the implementation of cooperative learning.

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APPENDICES

Appendix A

Field Notes

Field note 1**Hari/tanggal : Senin, 25 Maret 2013****Ruang : Ruang kelas VIID****Hal : Observasi****P : Peneliti****GBI : Guru Bahasa Inggris**

1. Pukul 08.20 P dan GBI masuk ke ruang kelas VIID. GBI langsung menuju ke meja guru.
2. GBI pun menyapa siswa. Kemudian, GBI mengabsen siswa.
3. Setelah semua dipanggil GBI melanjutkan materi selanjutnya yakni teks *descriptive*.
4. GBI menggali informasi dari para siswa tentang teks *descriptive*. Apa itu teks *descriptive*, perbedaan teks *descriptive* dengan teks-teks lainnya seperti *recount*. Selain itu, GBI juga bertanya kepada para siswa tentang tujuan dari teks *descriptive* itu sendiri.
5. Selesai itu, GBI memberikan contoh teks *descriptive* yang berjudul *My Pet*.
6. Para siswa terlihat tidak aktif dan ribut sendiri. Interaksi antar siswa sangat kurang dan tidak ada diskusi yang dilakukan. GBI sering mengajukan kesempatan bertanya tetapi para siswa tidak mau bertanya dan cenderung rebut sendiri.
7. Karena waktunya habis maka GBI menyelesaikan KBM tanpa memberikan kesimpulan dari pelajaran hari.
8. Setelah P menuju ruang guru dan berbincang dengan GBI mengenai masalah yang terjadi selama proses pembelajaran tadi. GBI pun menceritakan bahwa permasalahan yang muncul ketika pembelajaran teks *descriptive* adalah motivasi membaca yang kurang dari para siswa. Selain itu para siswa mengalami kesulitan untuk *guessing* kata-kata sulit dan menarik kesimpulan pelajaran apa yang bisa di petik dari teks *descriptive* tersebut.
9. P usul kepada GBI kalau masalah yang akan diteliti adalah meningkatkan kemampuan reading comprehension siswa tentang teks *descriptive* dengan didukung oleh motivasi siswa dalam mengikuti *reading activity* didalam kelas melalui teknik *cooperative learning strategies*, yaitu teknik yang menekankan *discussion dan interaction* dalam memahami teks-teks *descriptive*. Dan GBI pun setuju dengan usul P.

Field note 2

Hari/tanggal: Rabu, 27 maret 2013

Ruang: Ruang kelas VIII D SMPN 14 Yogyakarta

Hal: *meeting 1*

P: Peneliti

1. Pukul At 08.20 P masuk ke dalam kelas. Saat itu kondisi kelas masih gaduh setelah pergantian dari kelas Matematika ke kelas Bahasa Inggris. Nampak beberapa siswa masih sibuk dengan tugas Matematika. P kemudian memberikan sedikit waktu pada para siswa untuk bisa menyelesaikan tugas sebelumnya dan mempersiapkan materi Bahasa Inggris.
2. P kemudian membuka pertemuan dengan mengucapkan, "Good Morning, everyone. How's life?". Siswa menjawab dengan baik walaupun kondisi siswa masih agak sedikit ribut. P lalu memperkenalkan dirinya serta menjelaskan alasan P berada di kelas itu. P menyampaikan bahwa selama beberapa pertemuan mendatang, P akan mengajar di kelas itu serta membantu para siswa untuk bisa meningkatkan kemampuan *reading* mereka.
3. Perkenalan kemudian dilanjutkan P dengan memanggil nama setiap siswa sekaligus untuk kebutuhan presensi. Setelah selesai, P mulai membawa para siswa ke dalam materi dengan menuliskan salah satu judul cerita rateks, Mr. Kartolo. P bertanya pada para siswa dengan esensi yang terdapat di dalam cerita tersebut. Beberapa siswa terlihat ada yang tunjuk jari untuk memberikan penjelasan. Setelah Ilham menjawab, P kemudian mulai membagikan teks tentang Mr. Kartolo untuk dibaca dan dicari kata-kata sulit yang terdapat dalam teks.
4. Setelah beberapa menit diberi waktu membaca, P mulai bertanya apakah ada kata-kata sulit. Para siswa terlihat aktif bertanya, dan P menuliskan kata-kata yang dianggap para siswa sulit di papan tulis. P bersama-sama dengan para siswa kemudian membahas tentang arti dari kata-kata seperti *crops*, dan *ploughs*. Di akhir penjelasan, P menanyai para siswa apakah ada pertanyaan. Para siswa terlihat belum ada masalah dengan teks.
5. Setelah itu P meminta para siswa untuk berdiskusi dengan teman sebangku masing-masing selama satu menit tentang isi teks secara detail. Setelah selesai membaca, P menunjuk Rajiv untuk menjelaskan inti dari paragraf pertama. P kemudian kembali membahas apa yang sudah dijelaskan oleh Rajiv, dilanjutkan dengan penjelasan untuk paragraf-paragraf berikutnya. Selesai penjelasan, P bertanya pada para siswa tentang apa yang mereka belum pahami. Para siswa pun tampak sudah memahami teks dengan baik. Di sisi lain, P kembali bertanya pada para siswa tentang penjelasannya, apakah terlalu cepat atau tidak. Siswa kemudian menyatakan bahwa penjelasannya masih terlalu cepat.
6. P melanjutkan pengajaran dengan menanyai jenis teks yang baru dibahas. Para siswa pun menjawabnya dengan *descriptive*. P kemudian bersama siswa membahas tentang *purpose*, *generic structure*, serta *language features* dari teks *descriptive*. Unsur-unsur ini kemudian dihubungkan dengan teks Mr. Kartolo yang baru saja dibahas.
7. Beberapa saat kemudian, P mengganti topik dengan membahas peraturan yang akan dipakai di dalam kelas, lebih tepatnya tentang pembuatan grup diskusi. Namun, ketika P menyatakan bahwa anggota kelompok akan diacak, para

siswa pun mulai ribut. Selain itu, P menambahkan bahwa akan ada tiga kelompok serta individu terbaik yang akan diberi hadiah di akhir pertemuan. P kemudian menanyakan tentang hal yang mungkin dirasa para siswa belum jelas. Para siswa belum ada pertanyaan.

8. P kembali menerangkan tentang sistem penyusunan anggota dengan jumlah masing-masing kelompok sebanyak dua orang. Cara penentuannya adalah masing-masing siswa akan berhitung hingga dua, begitu seterusnya sampai siswa terakhir. Siswa dengan nomor satu akan berkelompok dengan siswa nomor satu, begitu seterusnya. Namun, para siswa pun tampak masih ribut. Keributan tambah terasa ketika P bertanya apakah penentuan nomor satu dimulai dari pojok sebelah kiri atau kanan. Lewat voting, penentuan akhirnya dari sebelah kiri. P meminta Desi, Dian, serta Eric secara bergantian untuk maju dan memimpin perhitungan. Kegiatan ini kemudian terpotong istirahat pukul 09.00. Namun, perhitungan masih dilanjutkan hingga pukul 09.04.
9. Selesai istirahat, P kembali melanjutkan pembelajaran. P menyampaikan bahwa kelompok yang sudah terbentuk akan berlaku hingga pertemuanpertemuan bersama P selanjutnya. P kemudian meminta Chelsea untuk mencatat anggota dari setiap kelompok yang P tuliskan pada papan tulis.
10. Selesai mencatat nama-nama anggota, P melanjutkan dengan mencari ketua kelompok masing-masing dengan menjelaskan peran ketua dalam kelompok. Siswa kembali ribut ketika penentuan ketua. namun, P berhasil mengendalikan situasi dengan baik.
11. P kemudian menginstruksikan siswa untuk pindah bersama anggota satu kelompoknya masing-masing. P lalu mulai membagikan teks lain yang berjudul *Santika Hotel*. Para siswa diinstruksikan untuk membaca teks dan kemudian mendiskusikan beberapa hal dari teks dengan kelompoknya seperti *topic*, *vocabulary*, *generic structures*, and *goal*.
12. Diskusi kemudian dihentikan P dengan mulai membahas kata-kata sulit serta isi teks. Siswa terlihat aktif di stage ini. Keaktifan dirasa dari banyaknya hampir semua kelompok yang ingin memberikan penjelasan tentang isi teks per paragraf. Kelompok pertama adalah Rajiv, kemudian disusul Rizki, Rahma, Retno, Siti dan Desi.
13. Belum selesai materi yang disampaikan, bel selesai pelajaran sudah berbunyi pada pukul 09.55. P menyimpulkan kegiatan hari ini yang ditutup dengan, "See you".

Field note 3

Hari/tanggal: Kamis, 11 April 2013

Ruang: Ruang kelas VIII D SMPN 14 Yogyakarta

Hal: meeting 2

P: Peneliti

1. Pukul 07.06 P memasuki ruangan kelas. Saat itu G sedang berada di dalam kelas, memberikan penjelasan pada para siswa bahwa hari ini materi Bahasa Inggris akan diajarkan oleh P. Setelah itu, G minta izin tidak bisa mengikuti kegiatan karena harus mengajar di kelas IX.
2. P kemudian membuka aktivitas dengan menyapa para siswa. Hari ini ada satu siswa yang tidak berangkat, yaitu Aldi. Setelah mengecek presensi siswa, P mulai meminta siswa untuk segera duduk bersama kelompoknya masing-masing, sama seperti pertemuan sebelumnya. P juga membagikan materi teks pertemuan sebelumnya berjudul *Santika Hotel* pada para siswa yang tidak membawa. Suasana agak gaduh ketika para siswa mulai mencari kelompoknya. P sempat bertanya kepada para siswa jika ada pertanyaan, tapi belum ada masalah berarti.
3. P melanjutkan kegiatan dengan meminta para siswa untuk mulai mendiskusikan teks. Kali ini, yang dibahas adalah mulai dari paragraf kedua. Setelah diberi waktu beberapa saat untuk berdiskusi, para siswa kemudian mulai aktif memberikan opini saat P membuka sesi pembahasan tentang ide pokok masing-masing paragraf. Hampir semua kelompok aktif tunjuk jari untuk memberikan komentarnya. P turut membahas bersama para siswa dan ditutup dengan ringkasan cerita yang disampaikan oleh kelompok Rajiv.
4. Kegiatan lalu dilanjutkan P dengan meminta para siswa untuk menulis informasi teks di papan tulis seperti *topic, vocabulary, generic structures, and goal*. Para siswa tampak kembali aktif untuk bisa maju memberikan jawaban atas nama kelompok sekaligus sebagai individu. Setelah informasi sudah terisi semua oleh para siswa, serta waktu yang terus berkurang, P terpaksa harus menghentikan animo para siswa yang masih ingin maju.
5. P kemudian membahas apa yang ditanyakan P serta jawaban-jawaban yang sudah diberikan.
6. Setelah pembahasan dan para siswa tidak menemui kesulitan, P melanjutkan dengan membagi teks berikutnya yang berjudul *my family*. Seperti biasanya, P meminta para siswa untuk kembali mendiskusikan teks, terutama tentang informasi-informasi yang ditanyakan pada pembahasan teks sebelumnya. P mengingatkan para siswa untuk berdiskusi dengan baik karena nilai dari pengisian lembar informasi teks tersebut akan menjadi nilai kelompok. P juga memberitahu para siswa untuk membuka kamus jika mengalami kesulitan saat mengartikan kata-kata sulit. Namun, P mengingatkan agar kamus digunakan di saat terakhir. Para siswa nampak aktif untuk mengerjakan tugas yang diberikan P.
7. P berjalan ke arah para siswa untuk memantau aktivitas para siswa serta memberikan bantuan jika ada yang masih belum dipahami oleh para siswa. Contohnya adalah P membantu mengartikan beberapa kata sulit secara tidak langsung dengan memberikan contoh kalimat lain yang menggunakan kata yang sama.

8. Pada menit-menit awal, P membahas tentang kata-kata sulit yang terdapat dalam teks. P menuliskan kata-kata yang disampaikan para siswa. setelah itu, P membahas bersama dengan para siswa hingga mereka menjadi lebih paham. Setelah itu, P kembali meminta para siswa untuk berdiskusi tentang teks dengan baik.
9. Di tengah-tengah kegiatan diskusi, P menginterupsi dengan meminta mereka melafalkan beberapa kata di papan tulis. P kemudian membantu mengucapkan dengan pelafalan yang benar. Kegiatan *repetition* dipimpin oleh P untuk bias melatih para siswa membaca dengan benar.
10. P mulai mendekati para siswa untuk melihat perkembangan diskusi para siswa. Para siswa terlihat aktif berdiskusi dengan teman-teman sekelompok mereka. Beberapa dari mereka juga tampak bertanya pada P tentang beberapa hal yang dianggap masih kurang dipahami dengan baik.
11. Kegiatan diskusi pada akhirnya harus berhenti karena bel telah berbunyi. P meminta para kelompok untuk mengumpulkan tugas. P kemudian mengakhiri dengan mengucapkan terima kasih dan memberikan pujian pada para siswa yang sudah aktif berpartisipasi. P lalu menutup dengan berkata, "See you."

Field note 4

Hari/tanggal: Sabtu, 13 April 2013

Ruang: Ruang kelas VIII D SMPN 14 Yogyakarta

Hal: *meeting 3*

P: Peneliti

1. Pukul 07.00 P memasuki ruangan kelas. Beberapa siswa nampak belum datang. sambil menunggu para siswa lengkap, P menyapa para siswa yang ada di kelas. Kemudian, P mulai melakukan kegiatan presensi dan dilanjutkan dengan berdoa bersama.
2. P kemudian menjelaskan bahwa hari ini merupakan hari ujian. P menambahkan bahwa soal tes akan berasal dari teks-teks yang dibahas pada pertemuan yang lalu. Kemudian P juga memberitahu bahwa barangsiapa yang mengganggu atau mencontek, nilai perolehan dari kelompok diskusi akan dikurangi 3. P kemudian menjelaskan bahwa semua nilai sudah direkap, hadiah untuk siapa saja yang terbaik secara individu maupun kelompok juga telah disiapkan. Di saat menjelaskan, beberapa siswa ada yang baru datang karena terlambat.
3. Di saat semua siswa sudah siap, P melanjutkan penjelasan bahwa soal tidak terlalu sulit karena teks sudah pernah dibahas sebelumnya. Selain itu, ujian bersifat *closed book*, jadi para siswa tidak diperbolehkan untuk membuka catatan atau kamus. P member tambahan bahwa kegiatan minggu depan akan ada *games* bagi para siswa.
4. P meminta para siswa untuk menyiapkan pensil atau pena. Selain itu, semua buku diminta untuk dimasukkan ke dalam tas. Para siswa diinstruksikan agar menjawab soal di lembar soal sekaligus. Tak lupa P menginstruksikan agar para siswa menuliskan nama, kelas serta nomor absen mereka masing-masing.
5. P lalu mulai membagikan soal kepada siswa. Para siswa diberikan waktu 60

menit untuk mengerjakan. Para siswa tampak tertib mengerjakan ujian dengan pengawasan P. Ketika mengerjakan, ada juga beberapa siswa yang bertanya kepada P tentang apa yang menurut mereka kurang jelas.

6. Beberapa menit sebelum waktu ujian berakhir, hampir seluruh siswa sudah selesai dengan ujian mereka. Jadi, keributan kecil pun tidak bisa dielakkan. Hal ini kemudian diredakan oleh P dengan menyatakan bahwa waktu sudah berakhir dan para siswa diminta untuk menukarkan hasil pekerjaan mereka dengan teman sebangku mereka.
7. P kemudian melanjutkan dengan pembahasan. P menanyai para siswa, apakah ada yang ingin menjawab nomor satu. Banyak sekali para siswa yang kemudian tunjuk jari untuk mencoba menjawab. Respon positif ini konstan hingga pembahasan dua teks berlalu.
8. Ketika teks ketiga mulai dibahas, P bertanya kepada para siswa apakah ada kosakata yang kurang dipahami. Hal ini terjadi karena teks ketiga merupakan teks yang belum pernah dibahas. P kemudian menuliskan kosakata yang menurut para siswa sulit di papan tulis. Setelah itu, penjelasan tentang arti dibahas oleh P bersama dengan para siswa.
9. Kegiatan dilanjutkan dengan membahas tentang maksud dari tiap-tiap paragraf. Kegiatan belum selesai ketika bel sudah berbunyi. Akhirnya P meminta para siswa mengumpulkan pekerjaan mereka.
10. P kemudian menutup kegiatan dengan memberikan salam penutup.

Field note 5

Hari/tanggal: Sabtu, 20 April 2013

Ruang: Ruang kelas VIII D SMPN 14 Yogyakarta

Hal: *meeting 1 Cycle 2*

P: Peneliti

1. Pukul 07.00 P masuk ke dalam kelas. P menyapa seluruh siswa dan menanyakan siapa yang tidak masuk hari ini.
2. Kondisi kelas agak ramai saat P mulai berbicara dengan para siswa, membahas mengenai hasil tes pada saat pertemuan terakhir di *Cycle* pertama. Namun P segera meminta perhatian seluruh siswa untuk tenang dan mendengarkan. P kemudian melanjutkan bahwa rata-rata nilai para siswa bagus, sekitar 80 ke atas. Sayangnya, nilai belum bisa dibagikan karena P belum memberitahu hasil tes pada G serta ada masalah teknis pada *printer*.
3. Beberapa siswa nampak memberitahu P jika doa belum dilakukan. P kemudian memimpin pelaksanaan doa bersama pagi ini. Selesai berdoa, P melanjutkan dengan membacakan nilai tes para siswa di pertemuan minggu lalu.
4. P melanjutkan materi dengan membahas teks baru yaitu tentang *notice*. P menanyai para siswa tentang inti teks tersebut. Namun, para siswa ternyata sudah tidak ingat. Hal inilah yang membuat P menjelaskan pada mereka tentang *notice*. P tidak lupa menanyai para siswa, apakah ada pertanyaan sejauh ini atau tidak. Para siswa terlihat sudah memahami teks dengan tidak mengajukan pertanyaan.

5. P meminta para siswa untuk duduk bersama pasangan diskusi yang sebelumnya, karena hari ini akan diadakan diskusi kembali. Kali ini diskusi lebih menitikberatkan pada kemampuan para siswa memahami teks dengan memberikan soal terkait dengan *notice*. Situasi kembali gaduh dengan perpindahan para siswa.
6. Ada satu siswa yang jarang berangkat dan hari ini berangkat. Dia kemudian dipilihkan kelompok oleh P.
7. Setelah para siswa sudah berkumpul dengan pasangannya, P mulai membagikan kertas berisi soal tentang *notice*.
8. Para siswa nampak ribut karena beberapa kelompok belum mendapat kertas. P menginstruksikan para siswa untuk bisa berdiskusi dan membagi tugas dengan baik dengan pasangannya. Keadaan kelas kemudian menjadi lebih bias terkontrol karena para siswa berkonsentrasi pada teks dan lebih banyak berdiskusi tentang teks tersebut. P juga memberi tambahan info bahwa para siswa bisa menggunakan kamus.
9. P mengitari kelas untuk melihat proses diskusi para siswa. P mengingatkan para siswa untuk lebih berhati-hati dalam menyusun. Selain itu, tulisan yang sudah disusun juga tidak boleh langsung ditempel. Beberapa kelompok tampak ramai bergantian memanggil P untuk melihat hasil pekerjaannya. Beberapa kelompok masih salah, sampai pada akhirnya terdapat satu kelompok yang bias menyusun teks dengan benar. Kelompok yang lain masih ribut untuk memanggil P. P kemudian mengecek semua hasil pekerjaan para siswa hingga semuanya menjadi benar.
10. P memberhentikan kegaduhan dengan menginstruksikan para siswa untuk mendiskusikan isi teks serta kata-kata sulit yang terdapat dalam teks bersama kelompoknya masing-masing selama sepuluh menit. Tampak ada siswa yang meminta P untuk segera mencatat hasil perolehan nilai tiap-tiap kelompok. P mengiyakan dengan syarat para siswa mengerjakan instruksi P sebelumnya. P memberitahu bahwa terdapat dua kelompok tercepat. Lalu P mulai meminta para siswa untuk mengerjakan tugasnya.
11. Setelah beberapa menit, P menanyakan para siswa tentang kata-kata sulit yang terdapat di dalam teks. Para siswa dengan antusias menyampaikan kata-kata sulit yang mereka temukan. P segera menuliskannya di papan tulis untuk dibahas bersama.
14. Di saat P menulis kata-kata sulit, terdapat beberapa siswa dari kelas VII B yang izin masuk untuk meminjam buku Bahasa Indonesia pada beberapa siswa kelas VII D. kegiatan pembelajaran pun terhenti sejenak.
15. P kemudian melanjutkan kegiatan pembelajaran setelah para siswa dari kelas VII B sudah mendapat buku yang mereka pinjam. P melanjutkan pembahasan kata-kata sulit dengan para siswa secara bersama-sama. P menunjukkan artinya secara tidak langsung, seperti *barefoot*, P sengaja menanggalkan sepatunya untuk mengartikan kata tersebut.
16. Setelah itu, P membahas teks bersama dengan para siswa. P memulai dengan menanyakan tentang teks *notice*. Para siswa antusias tunjuk jari untuk bisa menjawabnya.
17. P melanjutkan dengan meminta mereka untuk membagi ke kelompok yang berisi empat siswa. P menginstruksikan para siswa untuk mengisi web yang disediakan menggunakan kertas origami serta mendiskusikan isinya. Para

siswa kemudian tampak tenang dalam berdiskusi dengan kelompoknya masing-masing. Beberapa siswa tampak menanyakan teks kepada P. P kemudian mengelilingi kelas untuk memberikan bantuan pada para siswa.

18. P kemudian meminta agar hasil diskusi di paparkan di depan kelas oleh perwakilan kelompok.
19. Setelah selesai, P kembali melihat menjelaskan siswa tentang *notice*. Akhirnya bel tanda jam pelajaran Bahasa Inggris telah usai berbunyi. P kemudian meminta para siswa untuk mengumpulkan tugas kelompoknya masing-masing.
20. P menutup kegiatan pembelajaran dengan mengucapkan, "Ok, everyone. See you."

Field note 6

Hari/tanggal: Sabtu, 27 April 2013

Ruang: Ruang kelas VIII D SMPN 14 Yogyakarta

Hal: *meeting 2 Cycle 2*

P: Peneliti

1. Pukul 09.20 P memasuki kelas. P kemudian menyapa para siswa dan dilanjutkan dengan kegiatan presensi. Beberapa siswa ada yang tidak berangkat.
2. P melanjutkan dengan sedikit pemberitaan bahwa kemungkinan hari ini merupakan hari terakhir materi. P menambahkan beberapa poin tentang kelemahan para siswa ketika mengerjakan tugas kelompok, termasuk pada *topic*.
3. P meminta para siswa untuk duduk bersama kelompoknya masing-masing. P lalu membagikan kertas origami. Tiap kelompok mendapatkan *notice* yang berbeda. Setiap siswa harus menuliskan hasil diskusi ke kertas origami tersebut. Awalnya, mereka kebingungan. P kemudian menjelaskan lagi aturan dari aktivitas itu. Setelah kelompok selesai berdiskusi, P meminta tiap kelompok memaparkan hasil diskusi di depan kelas. P meminta mereka untuk maju secara sukarela. P menginstruksikan siswa untuk mendengarkan dan mengoreksi presentasi kelompok temannya. Setelah pemaparan selesai, P meminta siswa untuk memberikan tepuk tangan. Mereka terlihat sangat bersemangat.
4. P kemudian menjelaskan aturan dari *numbered heads together* dan meminta mereka mempersiapkan diri.
5. P kemudian memberikan soal tentang *notice*.
6. P kemudian mengecek siswa dengan memanggil nomor 1 sampai 4.
7. P lalu meminta siswa yang mendapatkan angka 2 di kelompoknya untuk maju kedepan untuk memaparkan hasil diskusi kelompoknya.
8. P kemudian menyampaikan pada para siswa bahwa akan ada diskusi lagi yang diikuti oleh tes individu.
9. Masih di kelompok, siswa kemudian diberikan teks *notice* yang berjudul *School Library: Rules and Regulation*.

10. P menginstruksikan agar mereka membaca berpasangan dahulu, kemudian setelah berpasangan mereka diminta untuk kembali ke kelompok untuk membahasnya.
11. Para siswa kemudian mulai berdiskusi dengan kelompoknya masing-masing. P juga tampak mengelilingi para siswa untuk membantu apa yang perlu dibantu. Para siswa kemudian banyak yang meminta bantuan tentang pengartian kata-kata sulit, dll. P juga mengingatkan agar nilai kelompok bias dipertahankan.
12. Di tengah-tengah diskusi, P sedikit membahas tentang arti dari kata-kata sulit bersama siswa.
13. Kemudian P memberikan tes individu kepada siswa.
14. Kegiatan berjalan sangat lancar, bahkan para siswa banyak yang bias mengumpulkan sebelum waktu berakhir. P mengingatkan para siswa untuk mengecek hasil pekerjaannya lagi sebelum dikumpulkan.
15. Setelah bel berbunyi, semua tugas dikumpulkan pada P oleh para siswa. P kemudian meminta para siswa untuk kembali ke tempat duduk masing-masing. P kemudian menutup kegiatan.

Field note 7

Hari/tanggal: Kamis, 2 Mei 2013

Ruang: Ruang kelas VIII D SMPN 14 Yogyakarta

Hal: *meeting 3 Cycle 2*

P: Peneliti

1. Pukul 07.00 P masuk ke dalam kelas dan langsung menyapa para siswa dengan antusias. Tidak lupa, P menanyai para siswa siapa saja yang absen hari ini. Ada satu orang siswa yang tidak berangkat rupanya.
2. P kemudian memberitahu kembali para siswa bahwa hari ini akan ada ujian tentang teks-teks yang sudah dibahas sebelumnya. P menambahkan bahwa hasil ujian kali ini akan dibandingkan dengan hasil ujian yang lalu. Suasana kelas agak ribut. P lalu menanyai para siswa apakah ada pertanyaan atau ada yang belum jelas.
3. P lalu menginstruksikan para siswa untuk menyiapkan alat tulis. P melarang siswa untuk meletakkan apapun di atas meja kecuali alat tulis. Para siswa langsung menyiapkan alat tulis mereka walaupun terlihat masih agak ribut. P mengingatkan bahwa barangsiapa yang mencontek akan ditarik lembar jawabannya oleh P dan langsung mendapat nilai nol.
4. P melanjutkan dengan mulai membagikan soal yang sekaligus menjadi lembar jawaban bagi para siswa. terlihat ada seorang siswa yang datang terlambat.
5. Beberapa siswa ada yang bertanya kepada P apakah boleh memakai pensil. P memperbolehkannya. P juga mengingatkan para siswa untuk menuliskan identitas para siswa di atas lembar jawaban. Setelah membagikan soal kepada siswa, P menuliskan salah satu instruksi yang ada di dalam soal tentang *put a tick* kepada siswa.

6. Para siswa kemudian mulai mengerjakan ujian dengan baik. Ada siswa yang bertanya apakah boleh bertanya kepada P tentang arti kata-kata yang susah. P langsung tidak memperbolehkannya, karena ini merupakan ujian. Maka dari itu, P meminta para siswa untuk bisa menebak arti melalui konteks. P melanjutkan dengan membacakan kembali nilai para siswa di ujian sebelumnya dengan tujuan agar para siswa bisa termotivasi untuk lebih baik dalam ujian kali ini.
7. Di saat para siswa mengerjakan ujian, P menambahkan penjelasan mengenai tata cara pengerjaan ujian. Para siswa diperbolehkan mengerjakan di belakang kertas jawaban. Para siswa kemudian melanjutkan mengerjakan ujian dengan tenang.
8. Ketika sedang ujian, ada dua orang siswa yang baru datang. P langsung memberikan soal untuk mereka.
9. P tampak berkeliling di dalam kelas untuk memastikan bahwa para siswa sudah memahami apa yang harus dilakukan atau maksud dari pertanyaan yang ada di dalam teks. P kemudian menanyai siswa tentang arti dari *greedy* untuk bias membantu mereka dalam mengerjakan ujian. Setelah para siswa bias memahami arti kata tersebut, P melanjutkan berkeliling untuk mengawasi para siswa.
10. Ketika jam pertama berlalu, beberapa siswa tampak sudah selesai. P kemudian meminta para siswa untuk kembali mengecek hasil pekerjaan mereka agar bisa lebih ditingkatkan.
11. Jam pelajaran Bahasa Inggris belum selesai, namun banyak siswa yang kali ini sudah mengumpulkan pekerjaan mereka. Para siswa tampak bias mengerjakan ujian dengan baik.
12. Sebelum P menutup kegiatan hari ini, P memberitahu siswa bahwa masih akan ada pertemuan selanjutnya bersama P. P juga menyatakan rasa bangga kepada seluruh siswa yang sudah melakukan yang terbaik selama belajar bersama P.
14. P kemudian menutup kegiatan dengan mengucapkan salam dan keluar kelas pada pukul 08.16.

Appendix B

Interview Transcript

Interview 1**17 Maret 2013****Di ruang 7B SMPN 1 BRBDR****P: Peneliti S: Siswa kelas 7D SMPN 1 BRBDR**

P : Halo, namanya siapa?

S : Alina

P : Nama panjangnya?

S : Alina Nur Anggraini.

P : Panggilannya De Alina ya.

S : Iya.

P : Mas mau tanya banyak hal tentang pembelajaran bahasa Inggris.

Menurut Ade, teknik apa yang digunakan Ibu guru dalam mengajar teks-teks deskripsi bahasa Inggris?

S : Ceramah, terus baca-baca gitu aja, jawab pertanyaan sama nyari kata sulit.

P : Menurut Ade, teknik apa yang paling sering digunakan Ibu guru dalam mengajar teks-teks deskripsi bahasa Inggris?

S : Ya gitu aja si Mas.

P : Menurut Ade, teknik yang digunakan Ibu guru dalam mengajar teks-teks deskripsi bahasa Inggris selama ini menarik atau tidak? Bosan tidak?

S : Bosan si Mas. Gak selalu ngerti kalau kayak gitu kurang Mas.

P : Kalau mengalami kesulitan dalam memahami teks-teks deskripsi bahasa Inggris, apakah Ade menunggu perintah Ibu guru untuk bertanya?

S : Inisiatif sendiri Mas. Tanya guru Mas, nanti kalau gak dong tanya teman.

P : Apakah diskusi tentang isi teks-teks deskripsi bahasa Inggris yang Anda lakukan itu atas perintah Ibu guru?

S : Sendiri Mas. Diskusi sama teman sebangku.

P : Menurut Anda, teks-teks deskripsi bahasa Inggris yang digunakan Ibu guru sumbernya dari mana?

S : Dari buku aja.

P : Apakah dalam mengajar Ibu guru menggunakan banyak jenis teks-teks deskripsi bahasa Inggris?

S : Sekali ngajar satu teks Mas.

P : Apakah Ade tertarik dengan teks-teks deskripsi bahasa Inggris yang diberikan oleh Ibu guru?

S : Senang soalnya menghibur.

P : Apakah Ade berinisiatif untuk bertanya kepada Ibu guru kalau menemui kesulitan dalam memahami teks-teks deskripsi bahasa Inggris?

S : Iya Mas.

P : Apakah Ade berinisiatif untuk bertanya kepada teman kalau menemui kesulitan dalam memahami teks-teks deskripsi bahasa Inggris?

S : Iya Mas.

P : Apakah Ade bertukar pendapat atau diskusi dengan siswa lain tentang isi dari teks-teks deskripsi bahasa Inggris atas kesadaran sendiri?

S : Iya Mas kadang-kadang si.
P : Apakah Ade memberikan pendapat kepada siswa lain tentang isi teks teks deskripsi bahasa Inggris?
S : Iya kalau sama teman kayak gitu.
P : Apakah Ade memberikan pendapat kepada Ibu guru tentang isi teks teks deskripsi bahasa Inggris?
S : Kadang-kadang si Mas.
P : Apakah Ade memberikan komentar terhadap pendapat siswa lain tentang isi teks-teks deskripsi i bahasa Inggris?
S : Ya Mas berkomentar.
P : Apakah Ade menjawab pertanyaan yang diajukan oleh siswa lain tentang isi teks-teks deskripsi bahasa Inggris?
S : Bisa jawab kalau aku tahu.
P : Apakah Ade mencoba memahami isi teks-teks deskripsi secara menyeluruh?
S : Iya kadang-kadang Mas.
P : Apakah Ade mencoba memprediksi isi dari teks-teks deskripsi bahasa Inggris?
S : Iya Mas.
P : Apakah Ade menebak makna kosa kata tertentu dalam teks-teks deskripsi bahasa Inggris?
S : Iya Mas heeh.

Interview 2

17 Maret 2013

Di ruang 7B SMPN 1 BRBDR

P: Peneliti S: Siswa kelas 7D SMPN 1 BRBDR

P : Halo, namanya siapa?
S : Retno.
P : Nama panjangnya?
S : Retno Sari.
P : Panggilannya De Retno ya.
S : Iya.
P : Mas mau tanya banyak hal tentang pembelajaran bahasa Inggris. Menurut Ade, teknik apa yang digunakan Ibu guru dalam mengajar teks-teks deskripsi bahasa Inggris?
S : Biasanya cerita nanti diterangin terus jawab pertanyaan.
P : Menurut Ade, teknik apa yang paling sering digunakan Ibu guru dalam mengajar teks-teks deskripsi bahasa Inggris?
S : Ya itu Mas.
P : Menurut Ade, teknik yang digunakan Ibu guru dalam mengajar teks teks deskripsi bahasa Inggris selama ini menarik atau tidak?
S : Pertama si menarik tapi lama-lama bosan.

- P : Kalau mengalami kesulitan dalam memahami teks-teks deskripsi bahasa Inggris, apakah Ade menunggu perintah Ibu guru untuk bertanya?
- S : Lebih sering inisiatif sendiri Mas.
- P : Apakah diskusi tentang isi teks-teks deskripsi bahasa Inggris yang Anda lakukan itu atas perintah Ibu guru?
- S : Disuruh diskusi ya diskusi kalau gak ya sendiri.
- P : Menurut Anda, teks-teks deskripsi bahasa Inggris yang digunakan Ibu guru sumbernya dari mana?
- S : Dari buku aja.
- P : Apakah dalam mengajar Ibu guru menggunakan banyak jenis teks-teks deskripsi bahasa Inggris?
- S : Kadang satu dulu kalau waktunya cukup dua.
- P : Apakah Ade tertarik dengan teks-teks deskripsi bahasa Inggris yang diberikan oleh Ibu guru?
- S : Ada yang menarik ada yang gak.
- P : Apakah Ade berinisiatif untuk bertanya kepada Ibu guru kalau menemui kesulitan dalam memahami teks-teks deskripsi bahasa Inggris?
- S : Iya Mas tapi tanya teman dulu kalau gak bisa jawab baru tanya guru.
- P : Apakah Ade berinisiatif untuk bertanya kepada teman kalau menemui kesulitan dalam memahami teks-teks deskripsi bahasa Inggris?
- S : Iya Mas tanya teman.
- P : Apakah Ade bertukar pendapat atau diskusi dengan siswa lain tentang isi dari teks-teks deskripsi bahasa Inggris atas kesadaran sendiri?
- S : Iya kalau disuruh guru kalau gak ya sendiri.
- P : Apakah Ade memberikan pendapat kepada siswa lain tentang isi teksteks deskripsi bahasa Inggris?
- S : Kalau tahu ceritanya berpendapat.
- P : Apakah Ade memberikan pendapat kepada Ibu guru tentang isi teksteks deskripsi bahasa Inggris?
- S : Kadang-kadang si Mas.
- P : Apakah Ade memberikan komentar terhadap pendapat siswa lain tentang isi teks-teks deskripsi bahasa Inggris?
- S : Ya heeh.
- P : Apakah Ade menjawab pertanyaan yang diajukan oleh siswa lain tentang isi teks-teks deskripsi bahasa Inggris?
- S : Kalau paham coba jawab kalau gak tanya guru.
- P : Apakah Ade mencoba memahami isi teks-teks deskripsi secara menyeluruh?
- S : Iya kalau ceritanya menarik.
- P : Apakah Ade mencoba memprediksi isi dari teks-teks deskripsi bahasa Inggris?
- S : Iya dari judulnya kalau tahu artinya.
- P : Apakah Ade menebak makna kosa kata tertentu dalam teks-teks deskripsi bahasa Inggris?
- S : Iya kalau kata sebelumnya tahu terus dikira-kira kalau nyambung.

Interview 3

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Interview 4

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ar

Interview 5

R: *Maaf Mas mengganggu sebentar, mas mau Tanya, kegiatan belajar kemarin itu bagaimana menurut Ade?*
S: *Ya enak soalnya bisa interaksi sesama teman dan sesama kelompok.*
R: *Kira-kira dengan kegiatan itu bisa membantu Ade untuk memahami teks gak*
S: *Bisa banget Mas soalnya bisa mempermudah gitu loh*

Interview 6

17 Maret 2013

Di ruang 7B SMPN 1 BRBDR

P: Peneliti S: Siswa kelas 7D SMPN 1 BRBDR

P : Halo, namanya siapa?
S : Linda
P : Nama panjangnya?
S : Linda Kusumawati.
P : Panggilannya De Linda ya.
S : Iya.
P : Mas mau tanya banyak hal tentang pembelajaran bahasa Inggris.

Menurut Ade, teknik apa yang digunakan Ibu guru dalam mengajar teks-teks deskripsi bahasa Inggris?

S : Ada diskusi tapi jarang, tugas kelompok, menerangkan ceramah gitu.

P : Menurut Ade, teknik apa yang paling sering digunakan Ibu guru dalam mengajar teks-teks deskripsi bahasa Inggris?

S : Ya itu mengerjakan soal terus diterangkan terus suruh pakai kamus.

P : Menurut Ade, teknik yang digunakan Ibu guru dalam mengajar teksteks deskripsi bahasa Inggris selama ini menarik atau tidak?

S : Kalau gitu terus kurang menarik harusnya ada diskusi terus ada permainannya.

P : Kalau mengalami kesulitan dalam memahami teks-teks narasi bahasa Inggris, apakah Ade menunggu perintah Ibu guru untuk bertanya?

S : Bertanya inisiatif sendiri.

P : Apakah diskusi tentang isi teks-teks deskripsi bahasa Inggris yang Anda lakukan itu atas perintah Ibu guru?

S : Kalau disuruh diskusi ya diskusi kalau gak ya tanya teman diskusi terbentuk sendiri.

P : Menurut Anda, teks-teks narasi bahasa Inggris yang digunakan Ibu guru sumbernya dari mana?

S : Dari buku kalau gak dari guru.

P : Apakah dalam mengajar Ibu guru menggunakan banyak jenis teks-teks deskripsi bahasa Inggris?

S : Biasanya dua sampai tiga teks tergantung waktu pelajaran.

P : Apakah Ade tertarik dengan teks-teks deskripsi bahasa Inggris yang diberikan oleh Ibu guru?

S : Tertarik, suka kalau ada kata sulit disuruh nulis terus nanti dicari sama gurunya.

P : Apakah Ade berinisiatif untuk bertanya kepada Ibu guru kalau menemui kesulitan dalam memahami teks-teks deskripsi bahasa Inggris?

S : Iya Mas tapi tanya teman dulu kalau gak bisa jawab baru tanya guru.

P : Apakah Ade berinisiatif untuk bertanya kepada teman kalau menemui kesulitan dalam memahami teks-teks deskripsi bahasa Inggris?

S : Iya Mas tanya teman.

P : Apakah Ade bertukar pendapat atau diskusi dengan siswa lain tentang isi dari teks-teks deskripsi bahasa Inggris atas kesadaran sendiri?

S : Kesadaran sendiri.

P : Apakah Ade memberikan pendapat kepada siswa lain tentang isi teksteks deskripsi bahasa Inggris?

S : Kadang-kadang iya kalau paham.

P : Apakah Ade memberikan pendapat kepada Ibu guru tentang isi teks-teks deskripsi bahasa Inggris?

S : Kadang-kadang iya tergantung *mood*, kalau pengen.

P : Apakah Ade memberikan komentar terhadap pendapat siswa lain tentang isi teks-teks deskripsi bahasa Inggris?

S : Iya kalau aku ngerti kalau gak aku diam saja.

P : Apakah Ade menjawab pertanyaan yang diajukan oleh siswa lain tentang isi teks-teks deskripsi bahasa Inggris?

S : Gak nunggu gurunya jawab dulu soalnya belum tentu kita benar.

P : Apakah Ade mencoba memahami isi teks-teks deskripsi secara menyeluruh?

S : Kalau misalnya teksnya gak rumit, kalau rumit nunggu gurunya bahas.

P : Apakah Ade mencoba memprediksi isi dari teks-teks deskripsi bahasa Inggris?

S : Iya kadang-kadang kalau ngerti judulnya apa.

P : Apakah Ade menebak makna kosa kata tertentu dalam teks-teks deskripsi bahasa Inggris?

S : Kalau sebelum itu katanya aku tahu cari sendiri diperkirakan yang nyambung.

Interview 7

17 Maret 2013

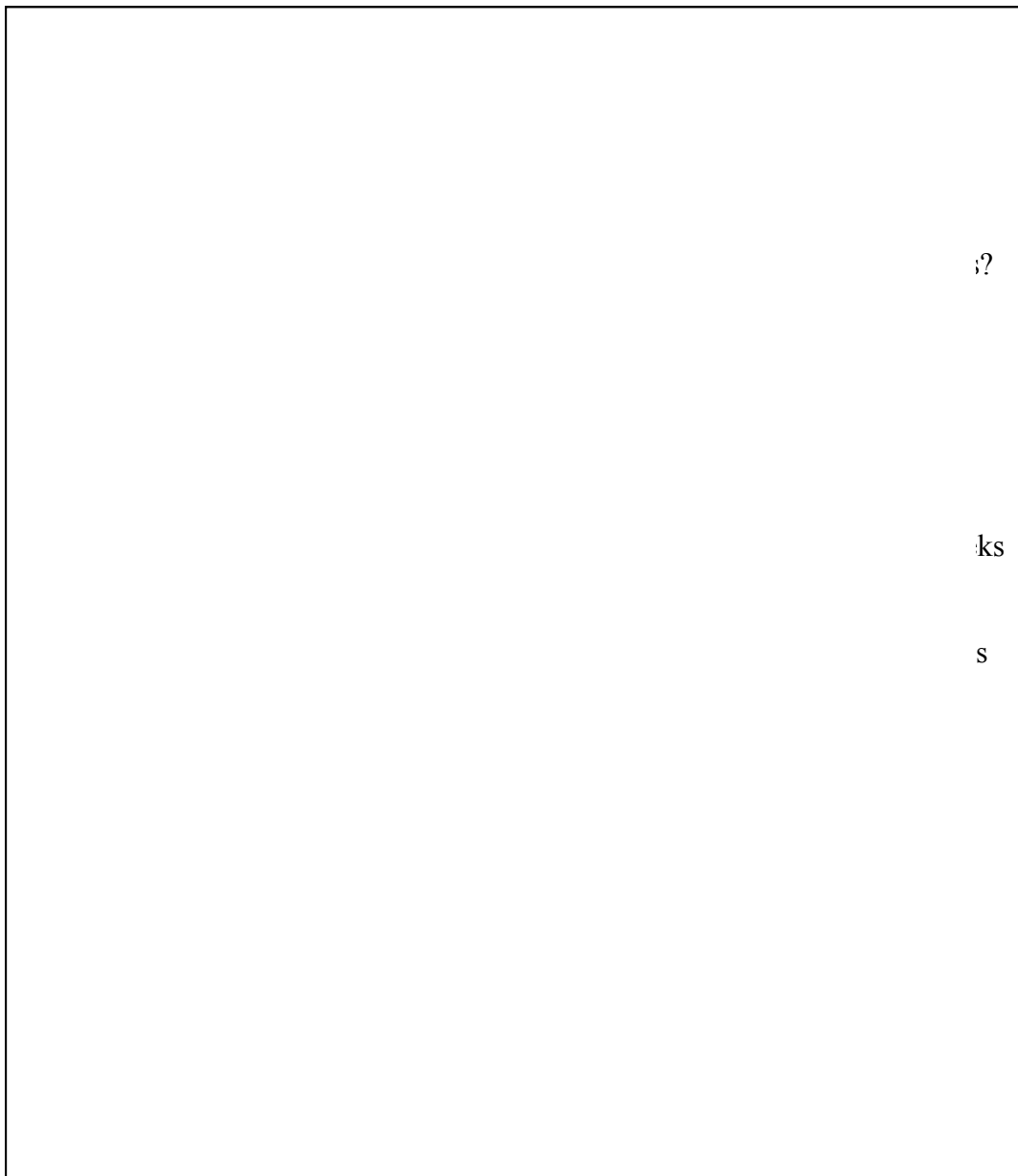
Di ruang 7B SMPN 1 BRBDR

P: Peneliti S: Siswa kelas 7D SMPN 1 BRBDR

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Interview 8

20 Maret 2013

Di ruang tunggu SMPN 1 BRBDR

P: Peneliti S: Siswa kelas

P : Halo, namanya siapa?

S : Siti.

P : Nama panjangnya?

S : Siti Zani Ulfa

P : Panggilannya De Siti ya.

S : Iya.

P : Mas mau tanya banyak hal tentang pembelajaran bahasa Inggris.

Menurut Ade, teknik apa yang digunakan Ibu guru dalam mengajar teks-teks deskripsi bahasa Inggris?

S : Mencari kata-kata sulit dan ngerjain soal, ceramah gitu.

P : Menurut Ade, teknik apa yang paling sering digunakan Ibu guru dalam mengajar teks-teks deskripsi bahasa Inggris?

S : Cari kata-kata sulit.

P : Menurut Ade, teknik yang digunakan Ibu guru dalam mengajar teksteks deskripsi bahasa Inggris selama ini menarik atau tidak?

S : Ya bosan.

P : Kalau mengalami kesulitan dalam memahami teks-teks deskripsi bahasa Inggris, apakah Ade menunggu perintah Ibu guru untuk bertanya?

S : Tanya teman dulu baru tanya guru.

P : Apakah diskusi tentang isi teks-teks deskripsi bahasa Inggris yang Anda lakukan itu atas perintah Ibu guru?

S : Kadang guru kadang sendiri.

P : Menurut Anda, teks-teks deskripsi bahasa Inggris yang digunakan Ibu guru sumbernya dari mana?

S : Dari buku paket kalau gak soal-soal.

P : Apakah dalam mengajar Ibu guru menggunakan banyak jenis teks-teks deskripsi bahasa Inggris?

S : Satu biasanya.

P : Apakah Ade tertarik dengan teks-teks deskripsi bahasa Inggris yang diberikan oleh Ibu guru?

S : Ya suka.

P : Apakah Ade berinisiatif untuk bertanya kepada Ibu guru kalau menemui kesulitan dalam memahami teks-teks deskripsi bahasa Inggris?

S : Iya kadang tanya guru.

P : Apakah Ade berinisiatif untuk bertanya kepada teman kalau menemui kesulitan dalam memahami teks-teks deskripsi bahasa Inggris?

S : Tanya teman dulu.

P : Apakah Ade bertukar pendapat atau diskusi dengan siswa lain tentang isi dari teks-teks deskripsi bahasa Inggris atas kesadaran sendiri?

S : Kesadaran sendiri.

P : Apakah Ade memberikan pendapat kepada siswa lain tentang isi teksteks deskripsi bahasa Inggris?

S : Jarang Mas.

P : Apakah Ade memberikan pendapat kepada Ibu guru tentang isi teks-teks deskripsi bahasa Inggris?

S : Kadang-kadang.

P : Apakah Ade memberikan komentar terhadap pendapat siswa lain tentang isi teks-teks deskripsi bahasa Inggris?

S : Iya kalau kurang pas y komentar.

P : Apakah Ade menjawab pertanyaan yang diajukan oleh siswa lain tentang isi teks-teks deskripsi bahasa Inggris?

S : Iya.

P : Apakah Ade mencoba memahami isi teks-teks deskripsi secara

menyeluruh?

S : Mencoba memahami kalau gak bisa tanya.

P : Apakah Ade mencoba memprediksi isi dari teks-teks deskripsi bahasa Inggris?

S : Kadang-kadang gitu kalau gak bisa ya gak.

P : Apakah Ade menebak makna kosa kata tertentu dalam teks-teks deskripsi bahasa Inggris?

S : Buka kamus.

Interview 9

13 April 2012

Depan ruang kelas 7D SMPN 1 BRBDR

P: Peneliti S: Siswa kelas 7D SMPN 1 BRBDR

P : De Tiyan, menurut Ade kemarin pembelajaran bahasa Inggrisnya bagaimana?

S : Ya lumayan *no comment*.

P : Penginnya ke depannya apa yang ditingkatkan lagi?

S : Lebih seru banyak permainan.

P: *Mana yang lebih suka, bekerja dalam grup atau sendiri?*

S: *Group*

P: *Kenapa?*

S: *Lebih terbantu mas*

P: *Nah, kalo dapet text itu lebih suka membaca sendiri apa ada temannya?*

S: *Ada temannya*

P : *Kenapa?*

S: *Jadi gak grogi mas.*

P : Terus kekurangannya apa? Mungkin belum ada ya. Terima kasih ya

S : Ok.

Interview 10

20 Maret 2013

Di ruang tunggu SMPN 1 BRBDR

P: Peneliti S: Siswa kelas 7D SMPN 1 BRBDR

P : Halo, namanya siapa?

S : Chelsea

P : Nama panjangnya?

S : Chelsea Amalina Van .M.

P : Panggilannya De Chelsea ya.

S : Iya.

P : Mas ganggu sebentar ya mau tanya banyak hal tentang pembelajaran bahasa Inggris. Menurut Ade, teknik apa yang digunakan Ibu guru dalam mengajar teks-teks deskripsi bahasa Inggris?

S : Biasanya cuma disuruh baca, nyari kata sulit ya udah cuma gitu.

P : Menurut Ade, teknik apa yang paling sering digunakan Ibu guru dalam

mengajar teks-teks deskripsi bahasa Inggris?

S : Ya gitu aja.

P : Menurut Ade, teknik yang digunakan Ibu guru dalam mengajar teks108 teks deskripsi bahasa Inggris selama ini menarik atau tidak?

S : Nyenengin bisa dapat kata-kata baru tapi kalau gitu terus bosan.

P : Kalau mengalami kesulitan dalam memahami teks-teks deskripsi bahasa Inggris, apakah Ade menunggu perintah Ibu guru untuk bertanya?

S : Inisiatif buat tanya.

P : Apakah diskusi tentang isi teks-teks deskripsi bahasa Inggris yang Anda lakukan itu atas perintah Ibu guru?

S : Kadang-kadang iya kadang-kadang gak. Seringnya buat tugas-tugas.

P : Menurut Anda, teks-teks deskripsi bahasa Inggris yang digunakan Ibu guru sumbernya dari mana?

S : Dari buku paket.

P : Apakah dalam mengajar Ibu guru menggunakan banyak jenis teks-teks deskripsi bahasa Inggris?

S : Satu tergantung panjang teksnya biasanya satu.

P : Apakah Ade tertarik dengan teks-teks narasi bahasa Inggris yang diberikan oleh Ibu guru?

S : Ya suka karena suka bahasa Inggris.

P : Apakah Ade berinisiatif untuk bertanya kepada Ibu guru kalau menemui kesulitan dalam memahami teks-teks deskripsi bahasa Inggris?

S : Iya tanya guru.

P : Apakah Ade berinisiatif untuk bertanya kepada teman kalau menemui kesulitan dalam memahami teks-teks deskripsi bahasa Inggris?

S : Tanya teman dulu.

P : Apakah Ade bertukar pendapat atau diskusi dengan siswa lain tentang isi dari teks-teks deskripsi bahasa Inggris atas kesadaran sendiri?

S : Kesadaran sendiri.

P : Apakah Ade memberikan pendapat kepada siswa lain tentang isi teksteks deskripsi bahasa Inggris?

S : Iya.

P : Apakah Ade memberikan pendapat kepada Ibu guru tentang isi teksteks deskripsi bahasa Inggris?

S : Kadang-kadang.

P : Apakah Ade memberikan komentar terhadap pendapat siswa lain tentang isi teks-teks deskripsi bahasa Inggris?

S : Iya.

P : Apakah Ade menjawab pertanyaan yang diajukan oleh siswa lain tentang isi teks-teks deskripsi bahasa Inggris?

S : Iya kalau bisa dijawab kalau gak ya gak

P : Apakah Ade mencoba memahami isi teks-teks deskripsi secara menyeluruh?

S : Selalu.

P : Apakah Ade mencoba memprediksi isi dari teks-teks deskripsi bahasa Inggris?

S : Iya.

P : Apakah Ade menebak makna kosa kata tertentu dalam teks-teks deskripsi bahasa Inggris?

S : Iya.

Interview 10

20 Maret 2013

Di depan kelas 7A SMPN 1 BRBDR

P: Peneliti G: Guru bahasa Inggris kelas 7D SMPN 1 BRBDR

lari

G : Karena kondisi siswa seperti ini ya kadang ada yang tertarik tapi yang pasif ya gitu-gitu aja tidak termotivasi.

P : Apakah siswa bertanya kepada Ibu guru kalau menemui kesulitan dalam memahami teks-teks deskripsi bahasa Inggris dengan inisiatif mereka sendiri?

G : Kadang-kadang inisiatif sendiri.

P : Apakah siswa berinisiatif untuk bertanya kepada siswa lain kalau menemui kesulitan dalam memahami teks-teks deskripsi bahasa Inggris?

G : Ya saya menganjurkan begitu kadang-kadang sungkan sama gurunya saya suruh mereka tanya kepada teman yang dianggap mampu.

P : Apakah siswa bertukar pendapat atau diskusi dengan siswa lain tentang isi di dalam teks-teks deskripsi bahasa Inggris?

G : Sebagian iya.

P : Apakah siswa memberikan pendapat kepada siswa lain tentang isi teks-teks deskripsi bahasa Inggris?

G : Kadang-kadang iya.

P : Apakah siswa memberikan pendapat kepada Ibu guru tentang isi teks-teks deskripsi bahasa Inggris?

G : Kadang-kadang ada tapi sangat jarang.

P : Apakah siswa memberikan komentar terhadap pendapat siswa lain tentang isi teks-teks deskripsi bahasa Inggris?

G : Kadang-kadang kalau mereka sudah paham mereka bisa menerima tapi kalau belum paham kembali ke saya.

P : Apakah siswa menjawab pertanyaan yang diajukan oleh siswa lain tentang isi teks-teks deskripsi bahasa Inggris?

G : Iya kalau anak bertanya saya lemparkan dulu sama temannya kalau ada yang bisa kemudian jawabannya saya mantapkan.

P : Apakah siswa mencoba memahami isi teks-teks deskripsi secara menyeluruh?

G : Memang kondisi siswa kami seperti itu mba, jadi yang aktif yang termotivasi hanya sedikit mungkin tidak sampai lima puluh persen tapi ya ada yang bagus di kelas-kelas lain.

P : Apakah siswa mencoba memprediksi isi dari teks-teks deskripsi bahasa Inggris?

G : Ada yang seperti itu.

P : Apakah siswa menebak makna kosa kata tertentu dalam teks-teks deskripsi bahasa Inggris?

G : Ada yang seperti itu, jadi saya menganjurkan kamus yang paling akhir. Kalau siswa bisa menyimpulkan tidak usah melihat kamus.

Interview 11**13 April 2013****Depan ruang kelas 7D SMPN 1 BRBDR****P: Peneliti S: Siswa kelas 7D SMPN 1 BRBDR**

P : De Bagus, menurut Ade bagaimapa pembelajaran bahasa Inggris kemarin?

S : Ya cukup serius lah. Enak jika belajar kelompok bisa lebih tahulah.

P : Bisa lebih paham daripada membaca sendiri ya. Kekurangannya apa biar ke depannya ditingkatkan lagi?

S : Tidak ada.

P : Berarti ke depannya ditingkatkan terus ya?

S : Iya.

P : Terima kasih ya.

Interview12**13 April 2013****Depan ruang kelas 7D SMPN 1 BRBDR****P: Peneliti S: Siswa kelas 7D SMPN 1 BRBDR**

P : Halo, selamat siang semuanya. Mas wawancara sebentar ya tentang pembelajaran bahasa Inggrisnya kemarin. Pertama De Rahma, Menurut Ade bagaimana kemarin pembelajarannya.

S : Seru soalnya dibuat kelompok gitu lebih mudah daripada dengan Bu Kanti kemarin ceramah-ceramah.

P : Terus kurangnya apa biar diperbaiki ke depannya?

S : Apa ya. Gak ada si.

P : Kira-kira apa lagi yang pengen dilakukan ketika *reading* selain diskusi?

S : Games.

P : Games ya. Ada lagi saran yang lain?

S : Gak ada. Oh ya sebelum cerita dikasih arti kata-kata sulit.

P : Oh y seperti kemarin. Berarti kemarin menyenangkan ya?

S : aktifitas apa yang paling kamu sukai?.

P : aktifitas yang suruh nulis apa yang dipikirin gitu di kertas terus maju kedepan kelas.

Interview 13**13 April 2013****Depan ruang kelas 7D SMPN 1 BRBDR****P: Peneliti S: Guru kelas 7D SMPN 1 BRBDR**

R: Menurut pengamatan ibu, peningkatan apa saja yang paling terlihat pada siswa?

T: Peningkatannya? Dalam memahami lumayan sudah meningkat pada siswa, kemudian ini keberaniannya, sudah meningkat. Mbak itu sapa ya...Atikah, sudah agak berani untuk mengungkapkan. Padahal biasanya kalau dia mengungkapkan itu kadang pelan sekali tapi sekarang sudah lumayan bagus.

Interview 14**28 April 2013****Depan ruang kelas 7D SMPN 1 BRBDR****P: Peneliti S: guru kelas 7D SMPN 1 BRBDR**

R: Bagaimana menurut pendapat ibu penggunaan cooperative learning dalam pelajaran reading? Apakah cukup menarik bagi siswa?

T: ya .. ha'a cukup menarik sekali ya.. karena tadi pembagian kelompoknya sudah berdasar rangking ya. Jadi tadi bisa dilihat dari ekspresi dari siswa ya. Dengan tepuk tangan seperti itu. Jadi bagus sekali.

R: Apakah menurut ibu, apakah siswa bisa memahami materi dengan jelas dan mudah?

T: Secara "all" secara umum, itu siswa bisa memahami. Karena waktu mas chandra tanya, siswa juga bisa merespon. Ya secara umum.

Interview 15**28 April 2013****Depan ruang kelas 7D SMPN 1 BRBDR****P: Peneliti S: Siswa kelas 7D SMPN 1 BRBDR**

P : Selamat siang De Husen.

S : Selamat siang.

P : Mas mau tanya tentang pembelajaran kemarin yang sudah kita lakukan. Itu namanya *cooperative learning strategies*. Menurut ade bagaimana?

S : Ya enak asyik.

P : Karena?

S : Ya berkelompok.

P : gimana menurutmu dikasih hadiah pas pelajaran tadi?

S : seneng lah. Jadi termotivasi.

Interview 16**13 April 2013****Depan ruang kelas 7D SMPN 1 BRBDR****P: Peneliti S: Siswa kelas 7D SMPN 1 BRBDR**

P : De Rajiv, menurut De Rajiv kemarin pembelajaran bahasa Inggrisnya bagaimana?

S : Seru ada *games*nya gitu rebut-rebutan sama teman-teman seru kaya kompetisi aja.

P : Jadi gak merasa lagi ada pelajaran ya?

S : Iya jadi *games* aja cepat-cepatan.

P : Ada saran gak buat selanjutnya?

S : Ada *games*nya lagi.

P : Kurangya apa buat pembelajaran kemarin?

S : Gak ada yang kurang.

P : Berarti perlu ditingkatkan lagi ya?

S : Iya.

P : Terima kasih De Rafi.

S : Iya.

Interview 17**28 April 2013****Depan ruang kelas 7D SMPN 1 BRBDR****P: Peneliti S: Siswa kelas 7D SMPN 1 BRBDR**

P : Selamat siang De Ida.

S : Siang.

P : Maaf ya, Mas mengganggu sebentar.

S : Ya.

P : Mas mau tanya tentang pembelajaran kemarin. Menurut Ade bagaimana?

S : Ya menyenangkan tapi kalau gak klop sama kelompoknya ya agak menyebalkan.

P : Handout atau materi yang diberikan membantu gak dalam belajar kalian??

S : *Ya. Kalo biasanya kan banyak nyatet, jadi banyak kehabisan waktu buat nyatet penjelasan yang dipapan tulis..*

P : Menyenangkan?

S : Iya menyenangkan.

P : Terima kasih ya.

S : Iya.

Interview 18**2 Mei 2013****Depan ruang kelas 7D SMPN 1 BRBDR****P: Peneliti S: Siswa kelas 7D SMPN 1 BRBDR**

P : Selamat siang De Ilham.

S : Siang Mas.

P : Mas mengganggu sebentar ya. Mas mau tanya-tanya masalah pembelajaran tadi bahasa Inggris. Menurut Ade bagaimana jalannya pembelajaran tadi?

S : Sangat menyenangkan Mas.

P : Kenapa?

S : Soalnya ada *games*nya nyari poin gitu.

P : paham nggak tadi?.

S : paham mas.

P : menyenangkan nggak belajar kelompok?

S : Iya Mas.

P : bagian apa yang paling kalian sukai?.

S : kekerja kelompok tapi ada kuiznya.

Interview 19**2 Mei 2013****Depan ruang kelas 7D SMPN 1 BRBDR****P: Peneliti S: Siswa kelas 7D SMPN 1 BRBDR**

P : Selamat siang DeWahyu.

S : Siang Mas.

P : Mas mengganggu sebentar ya. Menurut Ade pembelajaran tadi bagaimana?

S : Menyenangkan dan seru.

P : Kenapa?

S : Soalnya ada *games* dan kerja kelompok sesama siswa.

P : Berarti tadi membuat Ade lebih memahami teks?

S : Iya.

P : Menyenangkan?

S : Iya Mas.

P : Itu namanya *cooperative learning strategies* jadi kegiatannya itu menekankan diskusi dan interaksi atau kerjasama antar siswa, dengan guru dan juga materi. Jadi kegiatan kita selama ini kegiatan yang kita lakukan membantu ya?

S : Sangat membantu Mas.

P : Terima kasih.

S : Sama-sama.

Interview 20**13 April 2013****Depan ruang kelas 7D SMPN 1 BRBDR****P: Peneliti S: Siswa kelas 7D SMPN 1 BRBDR**

P: De Linda, gimana menurut Ade kemarin pembelajaran bahasa Inggrisnya bagaimana?

S : Yang kelompok. Ya menyenangkan tapi kalau gak klop sama kelompoknya ya kadang kadang gak enak soalnya kelompokku ada yang ngobrol sendiri jadi kadang- kadang aku mikir sendiri

P : Kayak gitu ya kelemahannya, tapi pembelajarannya gimana?

S : Enak menyenangkan.

P : Kurangnya apa kemarin biar ditingkatkan ke depannya?

S : Mungkin milih kelompok sendiri ya tapi emang gak bisa ya jadi karena temanya lagi *descriptive* ya jadi baca terus aku gak suka baca.

P : Tapi kemarin jadi lebih mudah kan karena dibahas dengan kelompok?

S : Iya karena kelompok.

P : Terima kasih ya.

Interview 21**P: Peneliti S: Siswa kelas 7D SMPN 1 BRBDR**

P : Selamat siang De Intan, maaf mas mengganggu sebentar. Mas mau tanya ujian *Cycle 1* yang pernah dilakukan yang judulnya *Santika Hotel*. Menurut Ade bagaimana soalnya?

S : Ada yang susah ada yang gampang.

P : Susahnya kenapa?

S : Pas disuruh nyebutin *the text tells about*.

P : Oh topik yang masih bermasalah. Terus apa kegiatan pembelajaran sebelum ujian membantu Ade untuk mengerjakan tes ini?

S : Iya membantu.

P : Soalnya ada yang sudah pernah dibahas ya.

S : Iya.

P : Terima kasih ya.

S : Iya.

Interview 22**28 April 2013****Depan ruang kelas 7D SMPN 1 BRBDR****P: Peneliti S: Siswa kelas 7D SMPN 1 BRBDR**

P : Selamat siang De Bagus.

S : Selamat siang.

P : Mas mau mengganggu sebentar ya bertanya tentang pembelajaran yang kita lakukan. Menurut Ade bagaimana pembelajarannya?

S : Ya seru si.

P : Karena?

S : *Gamesnya* kaya kemarin-kemarin.

P : Ya ada diskusinya juga.

S : Ya ada diskusi juga *gamesnya*.

P : Iya itu namanya *cooperative learning strategies* jadi memaksimalkan diskusi dan interaksi dengan guru, sesama siswa juga materi biar lebih memahami bacaan. Bagaimana tanggapan Ade? Suka?

S : Suka.

P : Terus ada saran lagi gak?

S : Gak ya kaya gitu-gitu aja.

P : Terima kasih ya.

S : Iya.

Interview 23**P: Peneliti S: Siswa kelas 7D SMPN 1 BRBDR**

P : Selamat siang De Almas.

S : Siang.

P : Ade maaf Mas mengganggu sebentar. Menurut Ade tes yang di *Cycle* pertama bagaimana soalnya?

S : Gak sulit si soalnya materinya udah pernah diajarin.

P : Terus apa pembelajaran sebelum ujian membantu Ade untuk mengerjakan tes ini?

S : Sangat membantu.

P : Apakah ada kesulitan yang begitu besar yang Ade hadapi untuk mengerjakan tes ini?

S : Gak soalnya bacaannya pernah dipelajari arti-artinya juga pernah diartikan bareng-bareng jadi ngerti jalan ceritanya.

Tapi ada teks yang baru kan? Menurut Ade, Ade bisa memahami tidak?

P : Bisa si.

S : Terima kasih ya.

Interview 24

2 Mei 2013

Depan ruang kelas 7D SMPN 1 BRBDR

P: Peneliti S: Siswa kelas 7D SMPN 1 BRBDR

P : Selamat siang De Ardi.

S : Siang Mas.

P : Maaf ya saya mengganggu. Mas mau tanya bagaimana tadi pembelajaran bahasa Inggrisnya menurut Ade?

S : Sangat menyenangkan karena bisa menambah menambah wawasan, kosa kata.

P : Tadi ada *games* sama diskusi. Itu sangat membantu untuk memahami teks?

S : Sangat membantu karena jadi lebih gampang.

P : Itu tadi namanya *cooperative learning strategies* karena kegiatannya menekankan Diskusi dan interaksi dengan siswa berdiskusi, dengan guru Tanya Mas Adit juga sama materi dengan membaca. Jadi *cooperative learning strategies* itu sangat membantu untuk memahami teks-teks deskriptif?

S : Sangat membantu.

P : Terima kasih ya.

S : Iya.

Interview 25

P: Peneliti S: Siswa kelas 7D SMPN 1 BRBDR

P : Selamat siang De Rajiv.

S : Siang.

P : Maaf ya Mas mengganggu sebentar Mba mau tanya tentang tes di *Cycle* dua ini. Menurut Ade bagaimana dengan soalnya dikerjakan?

S : Lebih gampang si soalnya udah diterangin sama Masnya kan terus kosa katanya udah dibahas juga kan.

P : Berarti pembelajaran sebelumnya membantu ya?

S : Membantu banget.

P : Kegiatan yang interaktif itu membantu. Dibandingkan tes yang pertama tes kedua Ade merasa lebih mampu?

S : Iya.

P : Terima kasih ya.

S : Iya.

Interview 26

P: Peneliti S: Siswa kelas 7D SMPN 1 BRBDR

P : Selamat siang De Aldi.
 S : Siang.
 P : Mas maaf mengganggu sebentar Mas mau tanya tes yang di Cycle kedua menurut Ade soalnya bagaimana?
 S : Cukup gampang saya juga bisa.
 P : Menurut Ade kesulitan yang sangat besar tidak Ade hadapi ya untuk memahami teks ya.
 S : Tidak, tidak ada.
 P : Pembelajaran sebelumnya membantu Ade untuk mengerjakan soal?
 S : Iya Masmembantu.
 P : Berarti menurut Ade bisa dikatakan secara garis besar tes yang kedua ini Ade lebih mampu lagi dari tes yang pertama.
 S : Iya lebih mampu.
 P : Terima kasih.

Interview 27

P : Selamat siang De Nanda.
 S : Siang.
 P : anda tah tanda apa ini?
 S : dilarang merokok mas.
 P bagus, biasanya menemukan ini dimana?
 S : sekolah, mall, RS.
 P : dimana lagi?..
 S :pom bensin mas.
 P : bahasa inggrisnya apa?
 S : gas station sir.

Interview 28

P: Peneliti S: Siswa kelas 7D SMPN 1 BRBDR

R: *Maaf Mas mengganggu sebentar. Mas mau tanya ujian Cycle I yang pernah dilakukan. Menurut Ade tesnya bagaimana?* (Excuse me, I want to ask about the reading task in the first Cycle that was conducted. What is your comment about that?)
 S: *Gak terlalu susah, soalnya teksnya lumayan gampang untuk dipahami gak muter-muter. (It was not too difficult, because the texts were easy to understand. It was not complicated.)*
 R: *Mudah ya, Ade bisa. Kemudian apa kegiatan pembelajaran sebelumnya itu membantu Ade untuk memahami teks ini?* (It was easy. You could do it. Then, did the process of teaching reading before the test assists you to comprehend the texts?)

S: *Iya memahami. Bisa tahu isinya cerita.* (Yes, I understood. I comprehended the content of the story.)

Interview 29

P: *Saya akan memanggil acak menurut nomor kalian ya?*(Alright, I will call your number)
 S: *Ya mas?!*. (Ok, mas.)
 P: *Silahkan yang mendapat nomor 2 menjawab task 5 nomer 1.ada yang mau jadi volunteer?* (Who got number 2, please answer task 5 number 1,any volunteer?
 S: *Saya mas.* (Me!?)
 P: OK Chelsea, please tell us the answer.
 S: Oke *mas*.

Interview 30

Meeting 1 Cycle 1

P: Peneliti

K: Kolaborator

P: Krisna untuk pertemuan pertama yang dilakukan dalam pembelajaran *reading* ini menurut Anda bagaimana? Berjalan dari awal sampai akhir kekurangannya dimana kelebihannya dimana. Bisa tolong disampaikan komentarnya.

K : Menurut saya keseluruhan sudah bagus, tapi sayangnya pada saat awal awal itu mungkin terlalu cepat sampai tadi Saudara menanyakan kepada siswa apa terlalu cepat, tidak sampai siswanya banyak yang menjawab terlalu cepat akhirnya sampai selesai sudah bagus. Kemudian untuk penentuan kelompok tidak usah ditanyakan kepada siswa mulai dari bangku paling kiri atau bangku paling kanan untuk penentuan nomornya menurut saya kurang efisiensi waktunya tapi secara keseluruhan setelah itu diskusinya bagus sekali jadi siswa langsung aktif. Ya semoga saja untuk pertemuan selanjutnya bisa ditingkatkan lagi.

P: Berarti belum ada yang lain yang masih merupakan kendala dalam pelajaran.

K : Belum.

P : Terima kasih.

Interview 31**Meeting 2 Cycle 1****P: Peneliti****K: Kolaborator**

P : Krisna bagaimana pendapat Anda tentang meeting kedua yang dilakukan ketika kegiatan *cooperative learning strategies* dilakukan dalam pembelajaran *reading*.

K : Untuk pertemuan yang kedua saya rasa sudah bagus ya. Sempat ada pemberian poin untuk siswa yang rebut itu sudah bagus jadi mereka bisa mengkodisikan sendiri lebih responsible sama dirinya sendiri dan sempat tadi Anda membantu mengartikan kata tetapi tidak langsung artinya apa tapi menggunakan kalimat lain itu juga membuat mereka tidak bergantung tidak langsung mendapatkan apa yang mereka inginkan tapi mereka berpikir dulu. Untuk interaksinya saya lihat sudah sangat bagus mulai dari antar siswa mereka berdiskusi, kemudian ketika melihat materi mereka juga sibuk mengerjakan materi ditambah pembahasan dari Saudara jadi mereka langsung pay attention kepada Saudara. Untuk interaksinya saya kira sudah bagus. Namun mungkin ada beberapa dari sebagian yang kurang aktif belum teraktifkan semuanya. Mungkin untuk selanjutnya bisa diaktifkan lagi dan ada satu lagi tambahan mungkin bisa ditambah permainan untuk selanjutnya.

P : So far berarti masih perlu games sama pengkondisian anak-anak supaya aktif semua ya.

K : Iya

P : Terima kasih.

Interview 32**Meeting 3 Cycle 1****P: Peneliti****K: Kolaborator**

P : Awang untuk tes pada Cycle pertama menurut Anda bagaimana? Apakah berjalan dengan baik, lancar, anak-anak terlihat kondusif mengerjakan atau mungkin rebut atau nyontek atau bagaimana?

K : Untuk ujiannya itu so far lancar cuma beberapa siswa datang terlambat pada awalnya tapi mereka bisa mengerjakan dengan tangan mengerjakan sendiri jauh sekali dengan *pre-test* maksudnya mereka lebih *independent*, tenang tidak rebut tidak melihat kiri kanan jadi otomatis mereka lebih termotivasi untuk mengerjakan. Motivasi dari dalam bukan karena nilai dan sebagainya itu dan dilanjutkan dengan pembahasan, pembahasan itu langsung mengaktifkan para siswa juga. Siswa banyak kesempatan untuk aktif berbicara.

P : Berarti ini ke depannya masih harus ditingkatkan kembali ya. Masih perlu ditingkatkan.

K : Untuk siswanya mungkin agar semuanya bisa aktif. Tapi *so far so good*.

Interview 33**Meeting 1 Cycle 2****P: Peneliti****K: Kolaborator**

P : Krisna untuk pertemuan di *Cycle* kedua ini untuk *meeting* pertama menurut Anda bagaimana? Apakah lebih baik dari pertemuan sebelumnya atau ada kekurangan yang muncul yang harus segera diatasi. Bagaimana pendapatnya?

K : Pada saat awal Saudara itu mengumumkan nilai itu mungkin kondisinya belum kondusif jadi seakan-akan itu ribut sendiri-sendiri. Tapi kemudian Anda bisa mengkondisikan kelas dengan baik. Tapi nampaknya itu memang ada masalah setiap kali mereka pindah ke anggota kelompoknya seakan-akan gaduh memang tidak bisa dilepas dari itu. Tapi itu memang konsekuensi dari apa yang dilakukan. Tetapi secara keseluruhan tadi sempat ada gamesnya ya. Gamesnya menurut saya sudah bagus jadi siswa itu tidak bosan dan itu termotivasi lebih bagus lagi lebih baik lagi apalagi ditambah dengan poin-poin yang diberikan Saudara itu akan memacu mereka untuk lebih berkarya lagi.

P : Berarti kekurangannya mungkin masih pengkondisian anak-anak.

K : Iya, lebih tepatnya ketika mereka berpindah dari meja mereka ke meja tempat berdiskusi mereka.

P : Oh iya, terima kasih.

Interview 34**Meeting 2 Cycle 2****P: Peneliti****K: Kolaborator**

P : Ya Krisna untuk pertemuan kedua di *Cycle* dua bagaimana? Apakah ada kekurangan atau tidak, apa yang harus ditingkatkan, apa sudah mencapai target?

K : Kalau menurut saya sudah bagus dibanding *meeting-meeting* sebelumnya ini bagus lebih bagus dari sebelumnya. Kelompoknya sudah aktif semua. Interaksinya antar siswa itu sudah, mereka benar-benar berdiskusi, mereka membaca materi juga benar-benar memang konsentrasi. Melihat Anda, interaksi antara guru dengan siswa juga sudah aktif. Saudara juga sempat muter-muter di dalam kelas untuk melihat perkembangan mereka mengerjakan itu juga sudah bagus membantu mereka mengerjakan sampai akhirnya mereka juga mengumpulkan lebih cepat daripada biasanya. Semoga bisa ditingkatkan lagi, menurut saya ini pencapaiannya yang sangat bagus.

P : Terima kasih.

Interview 35**Meeting 3 Cycle 2****P: Peneliti****K: Kolaborator**

P : Krisna bagaimana menurut pendapat Anda tentang test di *Cycle 2* ini? Pengkondisian anak-anaknya bagaimana? Terus bagaimana sikap mereka ketika mereka mengerjakan tugas reading.

K : Untuk ujiannya menurut saya lebih lancar daripada ujian-ujian sebelumnya. Siswa yang datang terlambat sudah berkurang, kemudian mereka sudah lebih fokus dalam mengerjakan lebih tenang dan otomatis lebih cepat dari biasanya jadi sebelum waktu selesai mereka sudah langsung mengumpulkan. Ya semoga nilainya bagus-bagus. Ya tapi lancar *so far*.

P : Oh ya, terima kasih

Interview 36**P: Peneliti S: Siswa kelas 7D SMPN 1 BRBDR**

P : Selamat siang De Riza.

S : Siang.

P : Maaf ya Mas mengganggu sebentar Mas mau tanya tentang tes di *Cycle* dua. Menurut Ade bagaimana teksnya?

S : Lebih mudah dari teks yang pertama.

P : Intinya lebih bisa mengerjakan dari yang pertama ya.

S : Iya.

P : Terus apalagi kira-kira dari teks yang menurut Ade mengalami kesulitan.

S : Tentang pertanyaan-pertanyaan yang ini Mas. (Menunjuk soal *essay*).

P : Dibandingkan tes yang pertama tes yang kedua lebih bisa ya.

S : Iya.

P : Sebelum tes kan ada pembelajaran dua kali pertemuan, kemudian baru ada tes itu membantu memahami tes ini?

S : Membantu.

P : Terima kasih ya.

S : Iya.

Interview 37

6 Mei 2013

Depan ruang kelas 7D SMPN 1 BRBDR

P: Peneliti S: Siswa kelas 7D SMPN 1 BRBDR

P : Selamat siang De Wibi.

S : Siang Mas.

P : Mas mengganggu sebentar ya. Mas mau tanya-tanya tentang pembelajaran kita. Kemarin kan kita belajar teks deskripsi dengan *cooperative learning strategies* banyak interaksi dengan siswa, guru dan materi. Apa pendapat Ade tentang *cooperative learning strategies* yang kita lakukan kemarin?

S : Sangat baik Mas bisa tanya teman kalau ada kesulitan tanya guru juga. Pelajaran jadi lebih mudah.

P : Menurut Ade bagaimana dengan diskusi yang banyak dilakukan saat pembelajaran teks deskriptifkemarin? Menyenangkan?

S : Menyenangkan mas. Kalau gak tahu bisa tanya teman dan guru.

P : Berarti diskusi kemarin yang kita lakukan bisa membantu Ade dalam memahami teks ya?

S : Bisa mas.

P : Ade mana yang lebih disukai memahami teks dengan membaca sendiri atau berdiskusi?

S : Dengan berdiskusi karena kalau tidak tahu jadi lebih tahu.

P : Terus apa kegiatan pembelajaran teks-teks deskriptifyang kita lakukan kemarin-kemarin sudah memuaskan?

S : Sudah Mas.

P : Apa yang Ade harapkan dari pembelajaran reading berikutnya

S : Ada diskusinya sambil belajar.

P : Menyenangkan kan kegiatannya?

S : Menyenangkan sekali Mas ya begitulah.

P : Terima kasih ya.

S : Iya.

Interview 38**6 Mei 2013****Depan ruang kelas 7D SMPN 1 BRBDR****P: Peneliti S: Siswa kelas 7D SMPN 1 BRBDR**

P : Selamat siang De Alina.

S : Siang.

P : Mas mengganggu sebentar ya. Masmau tanya-tanya tentang pembelajaran kita. Setelah mengikuti pelajaran reading kemarin dengan *cooperative learning strategies*, apa pendapat ade tentang kegiatan yang kita lakukan itu?

S : Ya mengembangkan siswa biar tahu banyak kosa kata sama banyak pengetahuan-pengetahuan bahasa Inggris.

P : Menurut Ade bagaimana dengan diskusi yang banyak dilakukan saat pembelajaran teks deskriptif kemarin?

S : Baik soalnya antar siswa interaksi dengan baik bisa kerja sama menjalin komunikasi.

P : Apakah diskusi kemarin yang kita lakukan bisa membantu Ade dalam memahami teks deskriptif?

S : Bisa memahami karena kalau tidask tahu bisa tanya temannya.

P : Bisa Tanya guru juga karena *cooperative learning strategies* kan interaksi dengan siswa, guru dan materi. Lebih suka mamahami teks dengan teman atau membaca sendiri?

S : Lebih suka dengan teman.

P : Kenapa?

S : Karena bisa kerja sama kalau ada yang gak tahu bisa tanya teman.

P : Terus kegiatan pembelajaran kemarin dengan teks-teks naratif kemarin cukup memuaskan?

S : Cukup memuaskan sangat memuaskan.

P : Apa yang De Dana harapkan dari pembelajaran *reading* selanjutnya?

S : Lebih banyak teks-teks yang baru lagi.

P : Terima kasih.

S : Iya.

Appendix C

Lesson Plans and Course Grid

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Mata Pelajaran	:	Bahasa Inggris
Satuan Pendidikan	:	SMP N 1 Borobudur
Kelas/Semester	:	VII / 2
Materi Pokok	:	Teks Descriptive 1
Siklus	:	Reading
Alokasi Waktu	:	6 x 40 menit

I. STANDAR KOMPETENSI

Membaca

11. Memahami makna teks tulis fungsional dan esai pendek sangat sederhana berbentuk descriptive dan procedure yang berkaitan dengan lingkungan terdekat.

II. KOMPETENSI DASAR

- 11.2 Merespon makna dan langkah retorika secara akurat lancar dan berterima dalam esai sangat sederhana yang berkaitan dengan lingkungan terdekat dalam teks berbentuk descriptive dan procedure.

III. INDIKATOR

1. mengidentifikasi tujuan dan the generic structure dari teks deskriptive.
2. menganalisa topic dan gagasan utama dari teks deskriptive.
3. mengidentifikasi kosa kata yang sukar dalam teks descriptive.
4. mengidentifikasi detail informasi teks deskriptif.
5. merespon makna dari teks deskriptive.

IV. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran, peserta didik mampu mengerti makna dalam teks monolog yang menggunakan ragam bahasa tulis secara akurat , lancar dan berterima dalam teks descriptive.

V. MATERI

Text for BKOF & MOT

Text I

Mr Kartolo, the Farmer

Mr Kartolo is very happy. The rainy season of this year makes the farm beautiful. It is planting time! Rice fields become fresh and green during this season and by the end of this season Mr Kartolo is ready to harvest his crops.

Mr Kartolo ploughs the land at the beginning of the rainy season. He usually works early and finishes at noon. Milking the cows, feeding the livestock, and cleaning the barns are among Mr Kartolo's duties before breakfast. He does most of the hard outdoor work by himself.

(Adapted from: English in Focus by Artono Wardiman)

Text for JCOT

Text II

Read and discuss the text with your group.

The Santika Hotel

Santika is a new hotel in my city. It is a four star hotel. It is located downtown. Santika hotel is not very big but the architecture is very beautiful. It looks like a classic castle in Europe. It has 100 rooms, a fancy restaurant, complete sports facilities including a swimming pool, tennis court, gym and sauna, there are also a coffee shop and a karaoke room.

The rooms in Santika hotel are very nice. The rooms look very comfortable. It they contain a big spring bed with big pillows, a nice sofa, a wardrobe and a television system with programs from all over the world. The bathroom is very beautiful although it is not very big. It has a bath-tub with hot and cold water so guests can bath in it comfortably.

The motto of this hotel is "Hospitality is our trademark." The staff of that hotel, from the receptionists, house keepers, and bellboys are trained to be polite and to help guests in any way they can.

(Adapted from: English in Focus by Artono Wardiman)

VI. METODE

BKOF, MOT, JCOT, ICOT (The Genre Approach)

VII. PROSEDUR PEMBELAJARAN

I. Pre-Teaching (5')

No.	Activities	Teachers talk	Students talk
1.	The teacher greets the students	Good morning everyone. How's life?	Students respond to the teacher's greeting.
2.	The teacher checks the students' attendance.	<i>Let me check the attendance first. Raise your hand and say present loudly when I call your name.</i>	Students respond to the teacher's instruction.
3.	The teacher leads the prayer.	<i>Before starting our class today, let's say our prayer, shall we.</i>	Students respond to the teacher's instruction.

II. Main Teaching-Learning Activity (150')

1. BKOF

No.	Activities	Teachers talk	Sudents talk	Time
1.	The teacher asks a question related to the descriptive text to engage students to deal with the text.	<i>Have you ever read or heard about descriptive text?</i>	Students respond to the teacher's question.	5'
2.	The questions are related to the characteristic of the text.	<i>What are the characteristic?</i>		

2. MOT

No.	Activities	Teachers talk	Students talk	Time
1.	The teacher gives the text of <i>Mr. Kartolo, the Farmers</i> to the students.	<i>Now, I'll give you the text. Does everyone get it?</i>	Students respond to the teacher's question.	45'

2.	The teacher asks students to find difficult words first before reading. Then, the teacher will explain the difficult words.	<i>Ok, now, before reading, have a look at the text. Are there any difficult words? List them please.</i>	Students respond to the teacher's instruction to list difficult words.	
3.	The teacher asks students to read the text and discuss the topic and detail information.	<i>Everyone, I would like you to read this text. You may discuss the topic and detail information with your friend. In pairs, please.</i>	Students respond to the teacher's instruction to read the text.	
4.	The teacher explains the content of the text. It consists of topic, characteristics, generic structures, social function, and meaning.	<i>Have you finished reading?</i>	Students respond to the teacher's question.	

3. JCOT

No.	Activities	Teachers talk	Students talk	Time
1.	The teacher asks students to read a new text entitled Santika Hotel.	<i>Please read the text individually first.</i>	Students respond to the teacher's instruction to read the text.	60'
2.	The teacher asks students in group of four to find difficult	<i>Have you finished reading the text? Please list the difficult</i>	Students respond to the	

	words first before reading .Then the teacher and students together discuss those difficult words.	<i>words with your friends, in group of four, please. Then, we will discuss those words together.</i>	teacher's instruction to list the difficult words.	
3.	The teacher asks the groups to discuss the topic of the text.	<i>Well, what is it about? Give your comments to another group's idea about the topic of the text, please.</i>	Students respond to the teacher's question.	
4.	The teacher asks students to comment another group's idea about the topic of the text. Then, the teacher and students discuss together about the topic of the text.	<i>Everyone, please share the detail information such as 5W1H in the text with your groups.</i>	Students respond to the teacher's instruction to comment another group's idea about the topic of the text	
5.	The teacher asks students to share ideas of the text with friends about the text. Then, the teacher and students discuss together.	<i>You may share the job with your friends who will identify about the text. After that you can discuss the topic of the text.</i>	Students respond to the teacher's instruction to share the information of the text.	
6.	The teacher asks students to ask something difficult related to the text.	<i>Ask me if there is a difficulty for you. Anyone, you may answer your friend's questions.</i>	Students respond to the teacher's instruction to ask something difficult in the	

7.	The teacher first asks students to answer friends' question related to the text. Then, the teacher answer to the students' question and explain it clearly	<i>I will explain more to add your answers.</i>	text. Students respond to the teacher's instruction to answer friends' question.	
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4. ICOT

No.	Activities	Teachers talk	Students talk	Time
1.	Students read the text entitled My Family	<i>Everyone please read this new text and you can discuss it with your groups.</i>	Students respond to the teacher's instruction.	45'
2.	Students guess the meaning of difficult words.			
3.	Students share ideas with their groups about the text.			
4.	Students ask something difficult related to the text to friends in their groups.			
5.	Students answer friend's questions in their groups.			

6.	Students discuss the topic with their groups.			
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III. POST-TEACHING (5')

No.	Activities	Teachers talk	Students talk
1.	The teacher checks for the students' understanding.	<i>Everyone, is everything clear? Do you have any questions?</i>	Students respond to the teacher's question.
2.	The teacher conducts a reflection.	<i>Having learnt the materials what message do you get from the text?</i>	Students respond to the teacher's question.
3.	The teacher says goodbye.	<i>All right, I think that's all for today. Let's end the class. Goodbye, see you.</i>	Students respond to the teacher's greetings.

VIII. MEDIA

Print out of passages:

1. Mr. Kartolo
2. The Santika Hotel
3. My Family

Text for ICOT

Text III

Read and discuss the text with your group.

MY FAMILY

My family has four members: those are I, my sister, and parents of course. My mother is 47 years old. Her name's Anisa. She's thin-faced and she's got long, blond hair and beautiful green eyes. She is still slim because she always tries to stay in shape. She is very good-looking, always well-dressed and elegant.

My father, Lukman, is 5 years older than my mother. He is 52. In spite of his age he's still black-haired, with several grey hairs. He has bright blue eyes. He is quite tall, but a bit shorter than me. He's very hard-working. Besides that he is working in a travel company. He can even make a dinner when my mother is outside. His cooking and his meals are always very tasty as well as my mothers'.

Finally, my sister Nadina. She is 22. She is also red-haired and green-eyed. She has long wavy hair and freckles. She is definitely shorter than me. She is rather introverted. But she is very sensible, smart and co-operative. Right now she is studying English and also knows Arabic and Mandarin. I want to be as smart as she is.

They all, except me, speak Sundanese very well, because we were living in Bandung for 5 years. My sister has been going to primary school there. Unfortunately I was only 3 when we were leaving to Jakarta, so I can't speak Sundanese. Now we are happily living in Jakarta.

(Adapted from: www.englishdirection.com)

3. Tasks for ICOT

Answer the questions below with your groups.

Activity 1

1. How many members of that family?
2. Why the writer's mother still slim?

3. How is Mr. Lukman?
4. How is Nadina?
5. Why the writer can't speak Sundanese well?

Activity 2

Find the meanings of these words in Indonesian. Use the dictionary to help you.

1. Mushroom (n)
2. Eel (n)
3. Orchid (n)
4. Caterpillar (n)
5. Toad (n)
6. Eagle (n)
7. Cockatoo (n)
8. Owl (n)
9. Raven (n)
10. Shark (n)

Activity 3 (Put the words in Practice 5 into these sentences).

1. A.....grows into a beautiful butterfly.
2. The.....lives in a land but breeds in water.
3. The.....usually grows in a dead tree.
4. The.....is a predator bird. It hunts for fish or chickens.
5. A.....is a bird that can imitate words.
6. An.....is a very beautiful flower.
7. The sound of a.....is very annoying.
8. There is a big fish called a.....living in the sea.
9. I see an.....in that tree.
10. An.....is a snake-like animal that lives in the mud.

IX. PENILAIAN

Kriteria Penilaian

Activity 1

Jumlah benar kali 1

Max score (10 x 1: 10)

Activity 2

Jumlah benar kali 1

Max score (10x1: 10)

Activity 3

Jumlah benar kali 1

Max score (10x1: 10)

Total score

Activity 1 + Activity 2 + Activity 3

X. SUMBER BELAJAR

- Wardiman Artono, Masduki B. Jahur, M. Sukirman Djusma. (2008). *English in Focus Grade VII Junior High school*, Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Mata Pelajaran	:	Bahasa Inggris
Satuan Pendidikan	:	SMP N 1 Borobudur
Kelas/Semester	:	VII / 2
Materi Pokok	:	Notice
Siklus	:	Reading
Alokasi Waktu	:	4 x 40 menit

I. STANDAR KOMPETENSI

Membaca

11. Memahami makna teks tulis fungsional dan esai pendek sangat sederhana berbentuk descriptive dan procedure yang berkaitan dengan lingkungan terdekat.

II. KOMPETENSI DASAR

- 11.2 Merespon makna dan langkah retorika secara akurat lancar dan berterima dalam esai sangat sederhana yang berkaitan dengan lingkungan terdekat dalam teks berbentuk descriptive dan procedure.

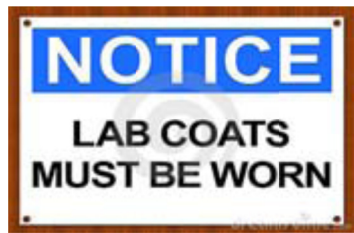
III. INDIKATOR

1. mengidentifikasi tujuan dan the generic structure dari teks *notice*.
2. menganalisa dari teks *notice*.
3. mengidentifikasi kosa kata yang sukar dalam teks *notice*.
4. Siswa mampu merespon informasi dari teks *notice*.

IV. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran, peserta didik mampu mengerti makna dalam teks monolog yang menggunakan ragam bahasa tulis secara akurat , lancar dan berterima dalam teks *notice*.

V. MATERI



Teks

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VI. METODE

BKOF, MOT, JCOT, ICOT (The Genre Approach)

IX. PROSEDUR PEMBELAJARAN

I. Pre-Teaching (5')

No.	Activities	Teachers talk	Students talk
1.	The teacher greets the students	Good morning everyone. How's life?	Students respond to the teacher's greeting.
2.	The teacher checks the students' attendance.	<i>Let me check the attendance first. Raise your hand and say present loudly when I call your name.</i>	Students respond to the teacher's instruction.
3.	The teacher leads the prayer.	<i>Before starting our class today, let's say our prayer, shall we.</i>	Students respond to the teacher's instruction.

II. Main Teaching-Learning Activity (150')

1. BKOF

No.	Activities	Teachers talk	Students talk	Time
1.	The teacher asks a question related to the descriptive text to engage students to deal with the text.	<i>Have you ever read or heard about notice?</i>	Students respond to the teacher's question.	5'
2.	The questions are related to notice	<i>Where can you find the notice?</i>		

2. MOT

No.	Activities	Teachers talk	Students talk	Time
1.	The teacher give explanation about notices	<i>Now, look at the notices here.</i>	Students respond to the teacher's question.	45'
2.	The teacher gives several examples of notices including warning, prohibition,	<i>Ok, now, have a look at the text.</i>	Students respond to the teacher's	

	and instructions		instruction to list difficult words.	
3.	The teacher asks students to read the text and discuss the detail information.	<i>Everyone, I would like you to read this text. You may discuss the detail information with your friend. In pairs, please.</i>	Students respond to the teacher's instruction to read the text.	
4.	The students answer some questions related to the text.	<i>Now, do the task!</i>	Students respond to the teacher's question.	

3. JCOT

No.	Activities	Teachers talk	Students talk	Time
1.	The teacher forms eight groups that each group consists of four students.	<i>Please make a group of four.</i>	Students respond to the teacher's instruction to read the text.	60'
2.	The students do Round Table Brainstorming activity in which the students have to complete the web.	<i>Have you finished reading the text? Please fill in the web with your friends, in group of four, please. Then, we will discuss those words together.</i>	Students respond to the teacher's instruction to list the difficult words.	
3.	The teacher evaluates	<i>Well, what is it about? Give your comments</i>	Students respond to	

	the students' works by conducting class discussion.	<i>to another group's idea.</i>	the teacher's question.	
4.	The students do Numbered Head Together activity	<i>Let's count..</i>	Students respond to the teacher's instruction	
5.	The students answer questions. In this activity the students work in pairs first. Then, after working in pairs, they compare the answer to the group.	<i>You may share the job with your friends who will identify about the text. After that you can discuss the topic of the text.</i>	Students respond to the teacher's instruction to share the information of the text.	
6.	After the students finish the task, the teacher checks the group's work by calling out the student based on their number (1,2,3 or 4). For example the teacher calls out a number (two) and each two is asked to give the answer.	<i>Ok, number 2 please answer task 4 number 1!!</i>	Students respond to the teacher's instruction to ask something difficult in the text.	
7.	The students ask to comprehend the text in group. After that, The students answer quiz about the text they have discussed individually. The result of individual score will contribute	<i>Please comprehend the text first; later I will give you individual quizez.</i>	Students respond to the teacher's instruction to answer friends' question.	

8.	to the group score. The teacher conducts the class discussion to check students' answers.	<i>Ok, now let's check the answer?!</i>	Students respond to the teacher's instruction to answer friends' question.	
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4. ICOT

No.	Activities	Teachers talk	Students talk	Time
1.	The teacher gives a text "School Library: Rules and Regulation".	<i>Everyone please read this new text and you can discuss it with your groups.</i>	Students respond to the teacher's instruction.	45'
2.	The students read and comprehend the text.			
3.	The teacher, then, asks the students to answer the questions individually to find the specific information from the text.			
4.	The students do the exercise individually.			
5.	Then, the teacher asks the students to identify True/False statement and to correct the false ones.(Task 9)			
6.	The students identify True/False statement and correct the false			

	ones.			
7.	The teacher conducts class discussion to check the students' answers.			
8.	The teacher asks the students to match the notices to the correct meanings.(Task 10)			
9.	The students match the notices to the correct meanings.			
10.	The teacher will give a reward to the groups which get the highest score.			

III. POST-TEACHING (5')

No.	Activities	Teachers talk	Students talk
1.	The teacher checks for the students' understanding.	<i>Everyone, is everything clear? Do you have any questions?</i>	Students respond to the teacher's question.
2.	The teacher conducts a reflection.	<i>Having learnt the materials what message do you get from the text?</i>	Students respond to the teacher's question.
3.	The teacher says goodbye.	<i>All right, I think that's all for today. Let's end the class. Goodbye, see you.</i>	Students respond to the teacher's greetings.

X. SUMBER BELAJAR

- Wardiman Artono, Masduki B. Jahur, M. Sukirman Djusma. (2008). *English in Focus Grade VII Junior High school*, Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.
- www.englishdirection.com
- www.englishindo.com

COURSE GRID

School : SMP N 1 Borobudur

Subject : English

Grade/class: VII / D

Semester : 2

Standard Competence	Basic Competency	Learning Material	Learning Activity	Indicators	Cooperative Learning	Sources	Media
A. Reading 11. Understanding the meaning of written function text and short simple essay in the form of descriptive and procedure which related to surrounding environment.	11.2 Responding to the meaning and rhetorical step in a short simple essay accurately, fluently, and appropriately which are related to surrounding environment in the form of descriptive.	The descriptive text. • Mr. Kartolo • Santika Hotel • My Family	BKOF: - Introducing the topic MOT: - Explaining the materials JCOT: - Silent reading - Identifying the topic, generic structures, social function, and meaning through discussion and game practices. ICOT: - Doing the group task	<ul style="list-style-type: none"> Identifying the goal and the generic structure of a descriptive text. Analyzing the topic and main idea of a descriptive text. Identifying the meaning of difficult words in the descriptive text. Identifying the detail information of a descriptive text. Responding meaning in a descriptive text. 	1. Think-Pair-Share 2. pair read 3. group discussions	<ul style="list-style-type: none"> Wardiman Artono, Masduki B. Jahur, M. Sukirman Djusma. (2008). <i>English in Focus Grade VII Junior High school</i>, Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional. 	a. Pictures b. Handouts c. Glue d. Board marker e. White board f. pictures

COURSE GRID

School : SMP N 1 Borobudur

Subject : English

Grade/class: VII / D

Semester : 2

Standard Competence	Basic Competency	Learning Material	Learning Activity	Indicators	Cooperative Learning	Sources	Media
A. Reading 11. Understanding the meaning of written function text and short simple essay in the form of descriptive and procedure which related to surrounding environment.	11.1 Responding to the meaning and rhetorical step in a short simple essay in the form of notice accurately, fluently, and appropriately which are related to surrounding environment	<ul style="list-style-type: none"> • Notice: <i>symbol or written information</i>, <i>instruction</i>, or <i>warning about something</i>. 	a. Pre-teaching b. Whilst-teaching BKOF <ul style="list-style-type: none"> • To activate students' background knowledge, the teacher reviews the previous materials and relates it to the new one. The teacher asks MOT • The teacher gives explanation about the notices. JCOT <ul style="list-style-type: none"> • The students work in their groups. • The students do Round Table Brainstorming activity • The students do Numbered Head Together activity. (Task 7) ICOT <ul style="list-style-type: none"> • The students do the exercise individually. c. Post-teaching	1. Students are able to recognize the written notices. 2. Students are able to identify the purposes of the written notices. 3. Students are able to identify the meaning of the written notices 4. Students are able to mention in what places they find the written notices.	1. Round Table Brainstorming 2. Numbered heads together 3. discussions	<ul style="list-style-type: none"> • Wardiman Artono, Masduki B. Jahur, M. Sukirman Djusma. (2008). <i>English in Focus Grade VII Junior High school</i>, Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional. • www.englishdirection.com. • www.englishindo.com 	a. Pictures b. Handouts c. Glue d. Board marker e. White board f. Origami Papers

Appendix D

Reading Tasks

(Cycle I & Cycle II)

Cycle I
Text I

MR KARTOLO, THE FARMER

Mr Kartolo is very happy. The rainy season of this year makes the farm beautiful. It is planting time! Rice fields become fresh and green during this season and by the end of this season Mr Kartolo is ready to harvest his crops.

Mr Kartolo ploughs the land at the beginning of the rainy season. He usually works early and finishes at noon. Milking the cows, feeding the livestock, and cleaning the barns are among Mr Kartolo's duties before breakfast. He does most of the hard outdoor work by himself.

(Adapted from: [English in Focus by Artono Wardiman](#))

Activity 1

In groups, answer the following questions.

1. What is a farm like during the rainy season?
2. What is the colour of the rice field in the rainy season?
3. When does Mr Kartolo's workday end?
4. When does Mr Kartolo plough the land?
5. What are Mr Kartolo duties before breakfast?

Activity 2

Match the following words with their appropriate meanings. Work in groups.

1. harvest	a. building for storing hay
2. plough	b. amount of grain, grass, etc produce in a year or season
3. crops	c. situated outside building
4. barn	d. cutting and gathering of crops
5. outdoor	e. break up the surface of land

Activity 3

Discuss with your partner to decide whether the statements are true or false.

1. Farmers work on the farm.
2. A pilot flies a plane.
3. Doctors find jobs at schools.
4. Teachers teach at schools.
5. Engine drivers drive buses.

6. Pearl-divers cannot swim.
7. Sailors work on land.
8. Miners must have good stamina.
9. Taxi drivers usually own their taxis.
10. Chefs work in an office.

Text II

Read and discuss the text with your group.

The Santika Hotel

Santika is a new hotel in my city. It is a four star hotel. It is located downtown. Santika hotel is not very big but the architecture is very beautiful. It looks like a classic castle in Europe. It has 100 rooms, a fancy restaurant, complete sports facilities including a swimming pool, tennis court, gym and sauna, there are also a coffee shop and a karaoke room.

The rooms in Santika hotel are very nice. The rooms look very comfortable. It they contain a big spring bed with big pillows, a nice sofa, a wardrobe and a television system with programs from all over the world. The bathroom is very beautiful although it is not very big. It has a bath-tub with hot and cold water so guests can bath in it comfortably.

The motto of this hotel is "Hospitality is our trademark." The staff of that hotel, from the receptionists, house keepers, and bellboys are trained to be polite and to help guests in any way they can.

(Adapted from: [English in Focus by Artono Wardiman](#))

Activity 1

In groups complete the following sentences with the words in the box.

1. Santika hotel located in.....
2. The.....in Santika hotel is good.
3. The bathroom is very.....
4. The bath-tub completed with.....and cold water.
5. The staff has to be.....to the guest.

Beautiful	Room	Downtown
Hot		Polite

Text III**MY FAMILY**

My family has four members: those are I, my sister, and parents of course. My mother is 47 years old. Her name's Anisa. She's thin-faced and she's got long, blond hair and beautiful green eyes. She is still slim because she always tries to stay in shape. She is very good-looking, always well-dressed and elegant.

My father, Lukman, is 5 years older than my mother. He is 52. In spite of his age he's still black-haired, with several grey hairs. He has bright blue eyes. He is quite tall, but a bit shorter than me. He's very hard-working. Besides that he is working in a travel company. He can even make a dinner when my mother is outside. His cooking and his meals are always very tasty as well as my mothers'.

Finally, my sister Nadina. She is 22. She is also red-haired and green-eyed. She has long wavy hair and freckles. She is definitely shorter than me. She is rather introverted. But she is very sensible, smart and co-operative. Right now she is studying English and also knows Arabic and Mandarin. I want to be as smart as she is.

They all, except me, speak Sundanese very well, because we were living in Bandung for 5 years. My sister has been going to primary school there. Unfortunately I was only 3 when we were leaving to Jakarta, so I can't speak Sundanese. Now we are happily living in Jakarta.

(Adapted from: www.englishdirection.com)

Activity 1

Answer the questions below with your groups.

1. How many members of that family?
2. Why the writer's mother still slim?
3. How is Mr. Lukman?
4. How is Nadina?

5. Why the writer can't speak Sundanese well?

Activity 2

Find the meanings of these words in Indonesian. Use the dictionary to help you.

1. Mushroom (n)
2. Eel (n)
3. Orchid (n)
4. Caterpillar (n)
5. Toad (n)
6. Eagle (n)
7. Cockatoo (n)
8. Owl (n)
9. Raven (n)
10. Shark (n)

Activity 3

Put the words in Practice 5 into these sentences.

1. A.....grows into a beautiful butterfly.
2. The.....lives in a land but breeds in water.
3. The.....usually grows in a dead tree.
4. The.....is a predator bird. It hunts for fish or chickens.
5. A.....is a bird that can imitate words.
6. An.....is a very beautiful flower.
7. The sound of a.....is very annoying.
8. There is a big fish called a.....living in the sea.
9. I see an.....in that tree.
10. An.....is a snake-like animal that lives in the mud.

Cycle II

Task 1



Have you ever seen the notice like this?
Where do you find it?
Do you know what the notice means?

Task 2

Do you know the following signs? Where do you find them? Discuss them with your friend next to you. Look at the example.



1.
Where: Zoo
Meaning: You are not allowed to take pictures
Dilarang memotret



2.
Where :
Meaning:



3.

Where:

Meaning:



4.

Where:

Meaning:



5.

Where:

Meaning:



6.

Where:

Meaning:

Task 3

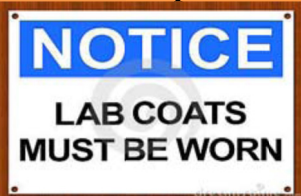
Study the Following Explanation.

There are three kinds of notices:

Instruction

It is a kind of notices that instruct you to do something.

For example:



Meaning : You are instructed to use lab coats.

Prohibition

It is a kind of notices that prohibit you to do something.

For Example:



Meaning : You are prohibited to bring pet (dog).

Warning

It is a kind of notices that warn you something dangerous.

For example:



Meaning : You are not allowed to touch the lever.

Task 4**Read the notice below.****Welcome to Marina Bay Park****Open :**

Monday to Friday : 9 a.m. to 6 p.m.
 Saturday and Sunday : 9 a.m. to 8 p.m.

Admission:

Monday to Friday : Rp 45,000
 Saturday and Sunday : Rp 50,000
 Children under 12 Rp 40,000

Rules for visitors

1. Do not litter. Throw your food wrappings, sweets wrappings, cigarette butts etc. into the rubbish bins that are placed all over the park.
2. Do not pick the flowers in the park.
3. Do not swim in the sea.
4. Do not fish in the beach on any other day except Sunday.
5. Picnics are allowed only on Saturdays and Sundays.
6. The management will not be responsible for any loss or damage to personal belongings.
7. All visitors must leave the park at the scheduled time.

Questions:

1. Where can you find this notice?

.....

2. What days we can picnic there?

.....

3. When is "Marina Bay Park" open on Wednesday?

.....

4. Which rule reminds visitors to keep the park clean?

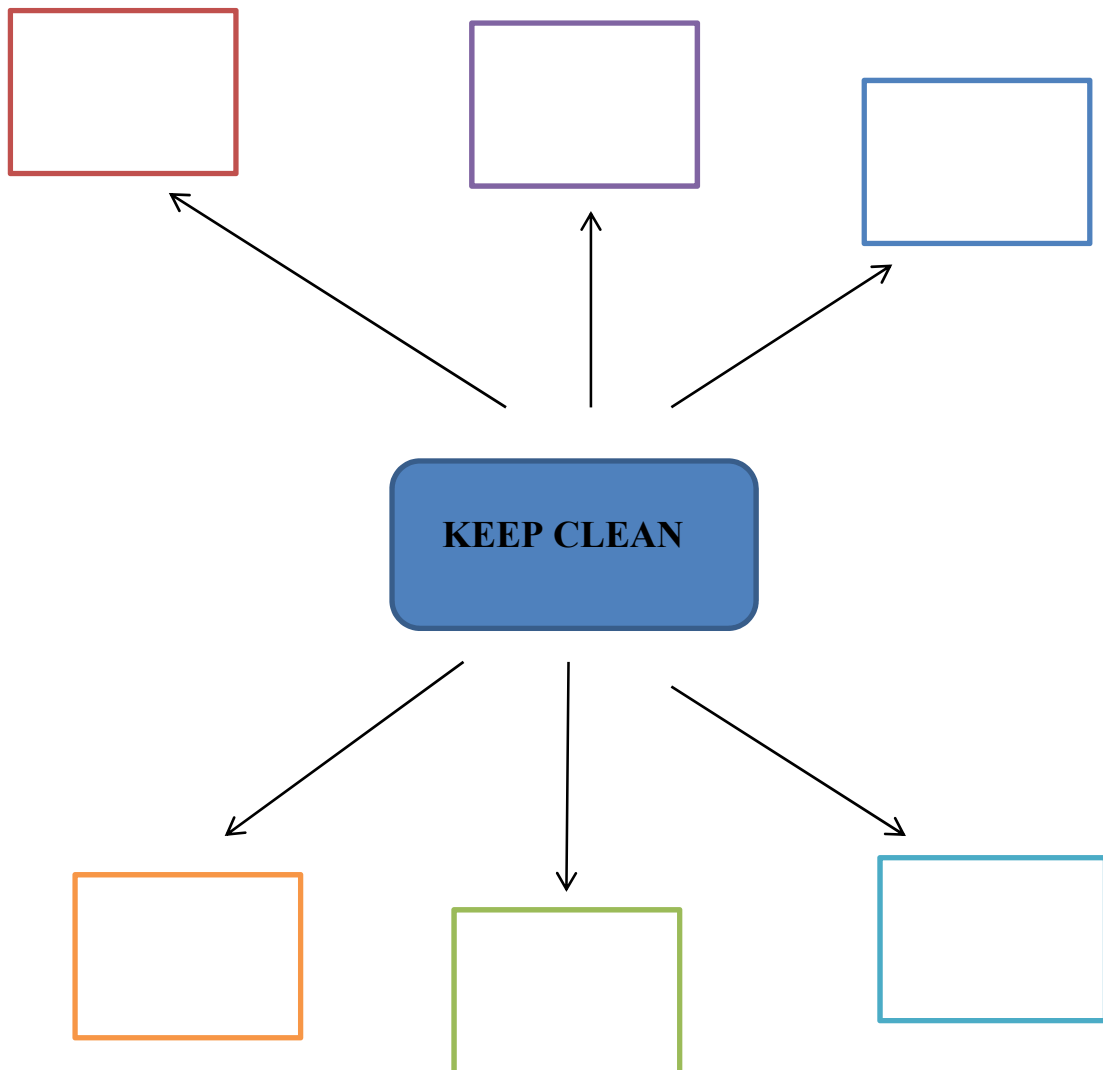
.....

5. When the visitors are allowed to fish?

.....

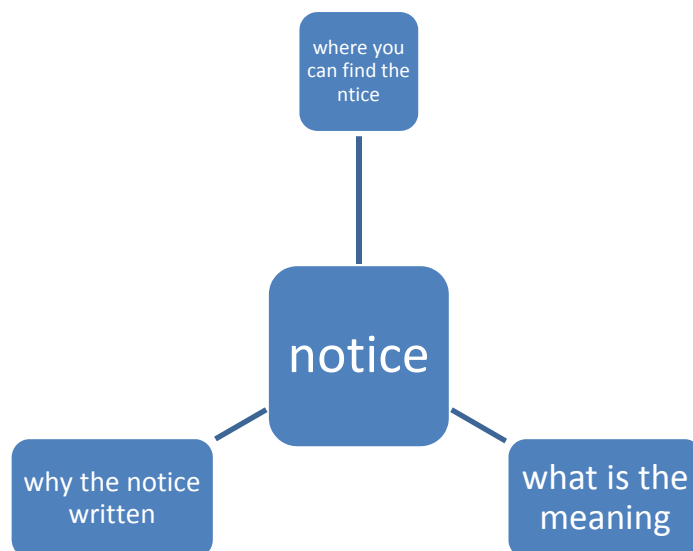
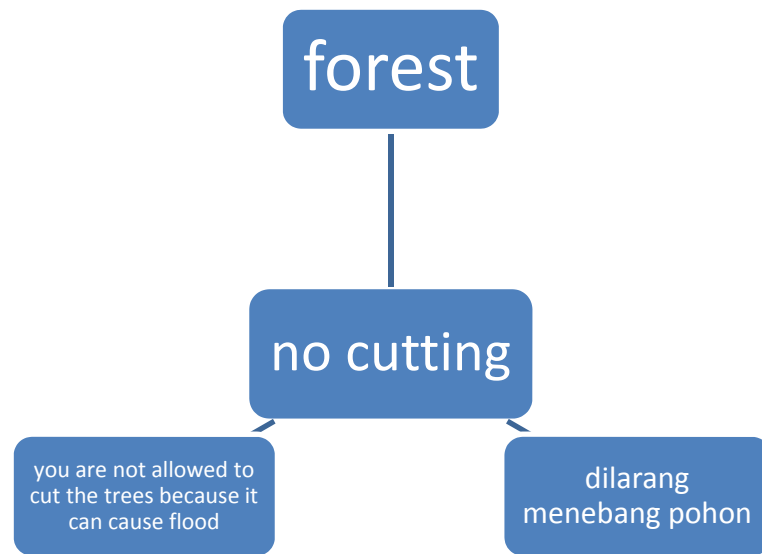
Task 5

Fill in the box with things that come to your mind when you read this notice.

**Task 6**

Instruction:

1. Work in group.
 2. Read the notice.
 3. Complete the following web. Each of you has a question as a clue. Write your answer on the web.
 4. Make a summary. Then, present your group result.
- Look at the example.



NOTICES:

1. NO SWIMMING
2. QUIET PLEASE
3. PLEASE DO NOT FEED THE ANIMAL
4. DON'T PICK THE FLOWER
5. PUT OFF YOUR SHOES
6. NO TAKING PHOTOS

Task 7

Discuss these following pictures with your friend next to you. Then decide, are those pictures belong to instruction notice?, warning notice? Or prohibition notice?

a.

This notice belongs to **warning notice**

Meaning: you have to be careful with the explosive gas and always locked the door



b.

This notice belongs to ...

Meaning:



c.

This notice belongs to ...

Meaning:



d.

This notice belongs to ...

Meaning:



e.

This notice belongs to ...

Meaning:

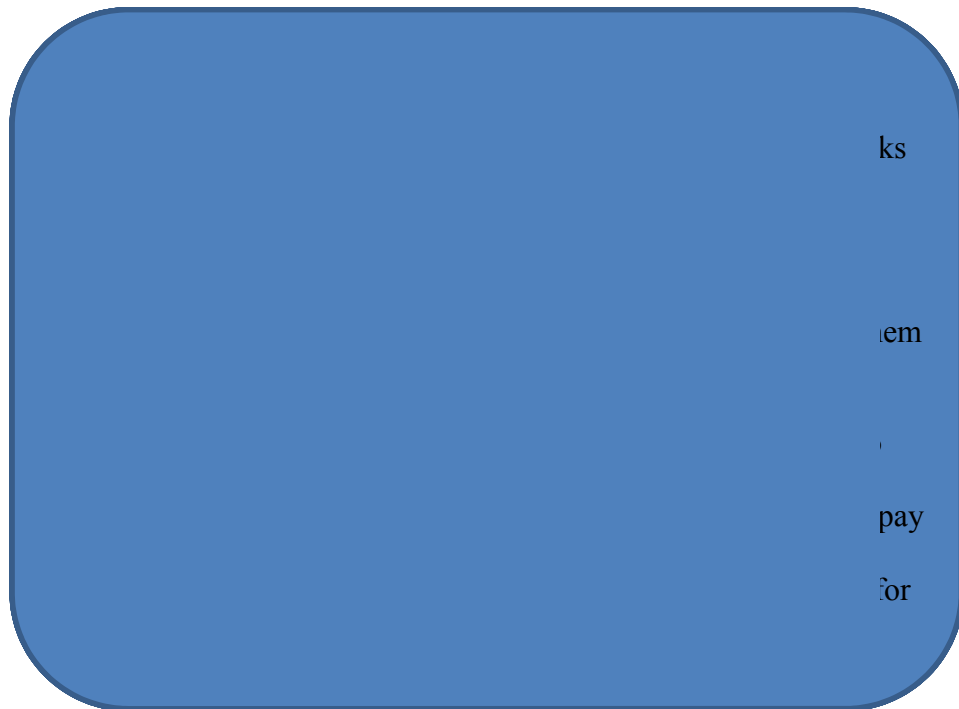


This notice belongs to ...

Meaning:

Task 8

Read the text below. Answer the following questions.



Questions:

1. Where do you find the rules above?
2. Why the rules above should be obeyed by the students?
3. Are the students allowed to borrow the book more than three weeks?
4. How many books can be borrowed by the students?
5. How much does the student pay if they are late four days returning the books they borrow?

Task 9

Read the following statements. Based on the notice “School Library”, write T if the statement is true and F if the statement is false. Correct the false statement.

- 1 Students are not allowed to bring bags into library.
- 2 It is allowed to talk loudly in the library
- 3 The students can borrow two books more than two weeks.
- 4 If a student loses a library book, he must pay a fine of Rp. 500.
- 5 The students are not allowed to leave the rubbish in the library

Task 10

Match the notices to the correct meaning.

1. Wash Your Hands

2. Do Not Throw the Rubbish Here

3. Do Not Leave the

4. Room Dirty

5. Do not Be Noisy

6. Keep Your Foot Out of the Grass

- a. You are not allowed to
- b. Leave the room dirty.
- c. You are not allowed to step on the grass.
- d. You are prohibited to make any noise.
- e. You are prohibited to throw the rubbish here.
- f. You must wash your hands
- g. You are allowed to throw the rubbish here.

Appendix E

Interview Guideline

Teacher

1. Dapatkah ibu jelaskan bagaimana proses belajar mengajar di kelas ibu?
2. Dapatkah ibu jelaskan tentang kemampuan Bahasa Inggris siswa kelas XI?
3. Masalah-masalah apa yang ibu hadapi di kelas?
4. Menurut ibu kenapa reading itu sulit?
5. Jenis materi dan aktivitas apa yang ibu gunakan di kelas?
6. Menurut ibu, kemampuan membaca siswa kelas VIII bagaimana?
7. Kesulitan apa yang biasanya siswa hadapi ketika mendapatkan teks reading?
8. Apakah siswa banyak yang punya kamus untuk membantu memahami teks?
9. Apakah siswa selalu menggunakan kamus ketika membaca teks bahasa Inggris?
10. Bagaimana cara ibu meningkatkan motivasi siswa dalam hal reading?
11. Apakah ibu tau mengenai Cooperative Learning?
12. Apakah ibu pernah atau sering menerapkan Cooperative Learning?
13. Ada yang ingin ibu tambahkan?

Students

1. Kamu suka tidak belajar Bahasa Inggris?
2. Kemudian masalah apa yang biasa kamu hadapi di kelas?
3. Selama ini bagaimana cara kamu mengatasi masalah tersebut?
4. Apakah guru selalu menggunakan Bahasa Inggris?
5. Materi dan aktivitas apa yang sering digunakan guru di kelas?
6. Kalau aktivitasnya biasanya apa?
7. Apakah guru sering mengadakan kerja kelompok didalam kelas?
8. Selain itu, sejenis games itu sering dipakai atau tidak?
9. Ada yang ingin ditambahkan?

Teacher

1. Apa pendapat ibu tentang actions yang telah saya terapkan?
2. Menurut ibu, apakah materi tersebut sudah sesuai dengan tujuan kegiatan belajar mengajar Bahasa Inggris berdasarkan SK dan KD?
3. Menurut ibu apakah cooperative learning menarik dan memotivasi siswa?
4. Menurut ibu apakah siswa dapat memahami materi dengan jelas dan mudah?
5. Menurut ibu apakah materi-materi dan aktivitas-aktivitas tersebut efektif untuk meningkatkan kemampuan reading siswa?
6. Peningkatan itu terutama terlihat dimana bu?
7. Apa saran ibu untuk action selanjutnya?

Students

1. Bagaimana pendapat kamu tentang 3 pertemuan kemarin?
2. Apakah kamu menikmati pelajarannya?
3. Menurut pendapat kamu, apakah belajar dengan cooperative learning menarik dan memotivasi kamu?
4. Dapatkah kamu memahami materi tersebut dengan jelas dan mudah?
5. Dapatkah kamu memahami penjelasan guru?
6. Menurut kamu apakah materi-materi dan aktivitas-aktivitasnya efektif untuk meningkatkan kemampuan reading kamu?

Appendix F

Observation Sheet

**Observation Sheet of Teacher's Activities in the Teaching and Learning
Process of
Reading through Cooperative Learning**

Day/Date: Meeting:

Topic : Time :

Instruction:

1. This observation sheet is to observe the teacher's activities during the teaching and learning process of reading in class. It should be completed by the observer.
2. The observer checks (√) to Yes/No column based on the real condition. Yes if the teacher does it while No if the teacher does not do it. Give your description on description column.

No.	Aspects	Yes	No	Description
1.	Opening the lesson			
	- Giving lead-in			
	- Stating the learning objective			
	- Motivating students			
2.	Organizing the teaching and learning process			
	- Presenting the materials			
	- Organizing students in groups			
	- Guiding students in groups			
	- Controlling students in groups			
	- Evaluating students' works in groups			
3.	Managing the teaching and learning process			
	- Managing the time			
	- Using media			
4.	Closing the lesson			
	- Summarizing the materials			
	- Giving feedback			

Borobudur, Maret 2013
Observer

**Observation Sheet of Student's Activities during the Teaching and Learning
Process of
Reading through Cooperative Learning**

Day/Date: Meeting:

Topic : Time :

Group :

Instruction:

1. The observation sheet is completed by the observer during the students' activities in class and groups.
2. The teacher and the observer check (√) to the column based on real condition.
3. The assessment of indicators is attached.

No.	Aspect	Group Members			
	Participation in the class and group activities				
	Communication in the group				
	Cooperation in the group				
	Responsibility to the group				

Borobudur Maret 2013

observer

Criteria for Teacher's Activities Evaluation during the Teaching and Learning Process

Aspects	Indicators (yes)
1. Opening the lesson	
a. Giving Lead In	<ul style="list-style-type: none"> - The teacher gives lead in which is related to the material/topic. - The teacher interacts with the students when he/she gives lead in for example he/she asks students to give their opinions or give them questions to answers.
b. Stating the Learning Objective	<ul style="list-style-type: none"> - The teacher states the learning objective which is related to the materials/ topic and when stating the learning objectives, he/she invites the students' participation. - When stating the learning objective, the teacher interacts with the students communicatively by asking questions and asking for opinions.
c. Motivating Students to Actively Involve in Teaching and Learning Process	<ul style="list-style-type: none"> - The teacher uses utterances that can encourage the students to be energetic and ready to actively involve in the teaching and learning process. It can be seen when the students sit on their chair, smile to their teacher, and do not do any thing else except listen to their teacher.
2. Organizing the Teaching and Learning Process	
a. Presenting the Materials	<ul style="list-style-type: none"> - The teacher presents the materials participatory and pleasantly. -The teacher gives the students opportunities to give their opinions. -The teacher gives the students opportunities to ask questions. - The teacher creates pleasant atmosphere in the class so that the students are enthusiastic during the teaching and learning process. - The teacher teaches how to use reading strategies appropriate with the reading skills.
b. Organizing the Students in Groups	<ul style="list-style-type: none"> - The teacher organizes all the students politely and friendly in order to join

	<p>with their groups.</p> <ul style="list-style-type: none"> - The teacher work together with the students to organize the seating arrangement. - Class condition looks dynamic and properly arranged.
c. Guiding the Students in Their Group	<ul style="list-style-type: none"> - The teacher guides all of groups in accomplishing the tasks by visiting each group, asking their problem and helping them by giving advice and solution.
d. Controlling Students' Work in Groups	<ul style="list-style-type: none"> - The teacher controls and observes all of the students' work in groups by visiting each group
3. Managing the Teaching and Learning Process	
a. Managing the time	<ul style="list-style-type: none"> - The teacher manages the time properly as what has been planned in the lesson plan - The teacher uses the time well and appropriate as what has been planned in the lesson plan. - The teacher does not come late to the class. - The teacher does not leave the classroom when the teaching and learning process is running. - The teacher does not corrupt the time. - The teacher does not close the lesson earlier.
b. Using the Media	<ul style="list-style-type: none"> - The teacher uses media which is appropriate with the materials and the learning objective.
4. Closing the Lesson	
a. Summarizing the Materials	<ul style="list-style-type: none"> - The teacher makes summary which is appropriate with the learning materials and the learning objective. The teacher gives opportunities for the students to make the summary of what they have learned and they have done in the teaching and learning process.
b. Giving Feedback	<ul style="list-style-type: none"> - The teacher informs the students of what problem were with their works. For example: Have another look at number four. Most of them still have problem in

	<p>finding the meaning of these words.”</p> <ul style="list-style-type: none"> - The teacher praises the students. For example: “Well done. This is much better.” - The teacher gives encouragement. For example:” You all did the group activity quite well but I still found some of you did not participate in your group. Next time you have to participate actively in group activity.
--	---

Criteria for Student’s Activities Evaluation during the Teaching and Learning Process

No.	Aspects	Indicators
1.	Participation in the class and group discussion	<ul style="list-style-type: none"> - The student asks question to the teacher - The student answers the question from the teacher - The student gives opinions and ideas to the teacher and group - The student actively involves in the group activity physically. - The student looks energetic when doing group activities.
2.	Communication in the group	<ul style="list-style-type: none"> - The student is not silent during the group discussion. - The student does not daydream during the group discussion. - The student discusses the material with the teacher and the group members (Talking about the topic)
3.	Cooperation in the group	<ul style="list-style-type: none"> - The student always helps his/her group to accomplish the tasks. - The student supports their group when presenting the result of their discussion or performing in front of the class by giving applause and paying attention to them. - The student does not dominate the group
4.	Responsibility to the group	<ul style="list-style-type: none"> - The student stays in his/her group until the all the activities have been finished. - The student finishes the task that has been

		<p>divided before.</p> <ul style="list-style-type: none">- The student does not disturb her/his group or other groups for examples she/he keeps talking with their friends or always move from one group to another group even he/she leave the class during the teaching and learning process.
--	--	---

Appendix G

Photographs



1. The teacher was explaining the descriptive text



2. The students was doing a group tasks



3. The teacher guided the students



4. The students shared the results of their discussion in front of the class



5. The students listened carefully the teacher's explanation



6. All members in group were involved in discussion

Appendix H

Letters

PROPOSAL PENELITIAN
USING COOPERATIVE LEARNING STRATEGIES TO IMPROVE
READING COMPREHENSION OF THE SEVENTH GRADE STUDENTS
AT SMP N 1 BOROBUDUR

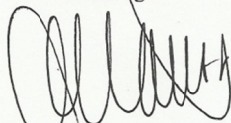
Oleh:

ADITYA PRATAMA

07202244026

Telah disetujui pada tanggal 19 Maret 2013, oleh :

Pembimbing I



Drs. Margana, M.Hum., M.A.
NIP. 19680407 199412 1 001

Pembimbing II



Lusi Nurhayati, S.Pd., M.A.Appl.
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Mengetahui:

Wakil Dekan I

Fakultas Bahasa dan Seni



Dr. Widyastuti Purbani, M.A.
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Ketua Jurusan Bahasa Inggris



Samsul Maarif, M.A.
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KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
<http://www.fbs.uny.ac.id/>

FRM/FBS/33-01
10 Jan 2011

Nomor : 0298h/UN.34.12/DT/III/2013
Lampiran : 1 Berkas Proposal
Hal : Permohonan Izin Penelitian

21 Maret 2013

Kepada Yth.

Gubernur Daerah Istimewa Yogyakarta
c.q. Kepala Bakesbanglinmas DIY, Jl.
Jenderal Sudirman No. 5 Yogyakarta 55231

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :


Using Cooperative Learning Strategies to Improve Reading Comprehension of the Seventh Grade Students at SMP Negeri I Borobudur

Mahasiswa dimaksud adalah :

Nama : ADITYA PRATAMA
NIM : 07202244026
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : Maret - Mei 2013
Lokasi Penelitian : SMP Negeri I Borobudur

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Kasubbag Pendidikan FBS,

Indun Probo Utami, S.E.
NIP 19670704 199312 2 001



PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA
 BADAN KESATUAN BANGSA DAN PERLINDUNGAN MASYARAKAT
 (BADAN KESBANGLINMAS)
 Jl. Jenderal Sudirman No. 5 Yogyakarta - 55233
 Telepon (0274) 551136, 551275, Fax (0274) 551137
 YOGYAKARTA

Yogyakarta, 21 Maret 2013

Nomor : 074 / 476 / Kesbang / 2013
 Perihal : Rekomendasi Ijin Penelitian

Kepada Yth.
 Gubernur Jawa Tengah
 Up. Kepala Badan Kesbangpol dan Linmas
 Provinsi Jawa Tengah
 Di
 SEMARANG

Memperhatikan surat :

Dari : Dekan Fakultas Bahasa dan Seni UNY
 Nomor : 0298h/UN.34.12/DT/III/2013
 Tanggal : 21 Maret 2013
 Perihal : Permohonan Izin Penelitian

Setelah mempelajari surat permohonan dan proposal yang diajukan, maka dapat diberikan surat rekomendasi tidak keberatan untuk melaksanakan penelitian dalam rangka penyusunan skripsi dengan judul : " USING COOPERATIVE LEARNING STRATEGIES TO IMPROVE READING COMPREHENSION OF THE SEVENTH GRADE STUDENTS AT SMP N 1 BOROBUDUR IN THE ACADEMIC YEAR OF 2012/2013 " kepada :

Nama : ADITYA PRATAMA
 NIM : 07202244026
 Prodi/Jurusan : Pendidikan Bahasa Inggris
 Fakultas : Bahasa dan Seni UNY
 Lokasi : SMP Negeri 1 Borobudur Provinsi Jawa Tengah
 Waktu Penelitian : Maret s/d Mei 2013

Sehubungan dengan maksud tersebut, diharapkan agar pihak yang terkait dapat memberikan bantuan / fasilitas yang dibutuhkan.

Kepada yang bersangkutan diwajibkan :

1. Menghormati dan mentaati peraturan dan tata tertib yang berlaku di wilayah penelitian;
2. Tidak dibenarkan melakukan penelitian yang tidak sesuai atau tidak ada kaitannya dengan judul penelitian dimaksud;
3. Melaporkan hasil penelitian kepada Badan Kesbanglinmas DIY.

Rekomendasi Ijin Penelitian ini dinyatakan tidak berlaku, apabila ternyata pemegang tidak mentaati ketentuan tersebut di atas.

Demikian untuk menjadikan maklum.



Tembusan Kepada Yth :
 I. Gubernur DIY (sebagai laporan)



**PEMERINTAH KABUPATEN MAGELANG
BADAN PENANAMAN MODAL
DAN PELAYANAN PERIZINAN TERPADU**

Jl. Soekarno Hatta No. 20 (0293) 788249 Faks 789549
Kota Mungkid 56511

Kota Mungkid, 27 Maret 2013

Kepada :

Nomor : 070 / 115 / 59 / 2013
Sifat : Amat segera
Perihal : Izin Penelitian

Yth. **ADITYA PRATAMA**
Dsn Butuh Kulon RT 002 RW 005 Ds
Butuh Kec. Sawangan Kab. Magelang
di

SAWANGAN

Dasar : Surat Kepala Kantor Kesatuan Bangsa dan Politik Kabupaten Magelang Nomor : 070 / 245 / 14 / 2013 Tanggal 25 Maret 2013, Perihal Kegiatan Riset/ Penelitian di Kabupaten Magelang

Dengan ini kami tidak keberatan dan menyetujui atas pelaksanaan Kegiatan Riset/ Penelitian di Kabupaten Magelang yang dilaksanakan oleh Saudara :

Nama : **ADITYA PRATAMA**
Pekerjaan : Mahasiswa UNY
Alamat : Dsn Butuh Kulon RT 002 RW 005 Ds Butuh Kec. Sawangan Kab. Magelang
Penanggung Jawab : **Drs. Margana, M.Hum, MA**
Pekerjaan : Dosen
Lokasi : SMPN 1 Borobudur, Kec. Borobudur Kabupaten Magelang
Waktu : Maret s.d Mei 2013
Peserta : -
Tujuan : Mengadakan Kegiatan Penelitian dengan Judul:
" USING COOPERATIVE LEARNING STRATEGIES TO IMPROVE
READING COMPREHENSION OF THE SEVENTH GRADE
STUDENTS AT SMPN 1 BOROBUDUR IN THE ACADEMIC YEAR
OF 2012/2013 "

Sebelum Melaksanakan Kegiatan Penelitian agar Saudara Mengikuti Ketentuan- ketentuan sebagai berikut :

1. Melapor kepada Pejabat Pemerintah setempat untuk mendapat petunjuk seperlunya.
2. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan yang berlaku
3. Setelah pelaksanaan kegiatan selesai agar melaporkan hasilnya kepada Kepala Badan Penanaman Modal dan Pelayanan Perizinan Terpadu Kabupaten Magelang
4. Surat izin dapat dicabut dan dinyatakan tidak berlaku, apabila pemegang surat ini tidak mentaati / mengindahkan peraturan yang berlaku.

Demikian untuk menjadikan periksa dan guna seperlunya

an. KEPALA BADAN PENANAMAN MODAL
DAN PELAYANAN PERIZINAN TERPADU
KABUPATEN MAGELANG



SULISTYO YUWONO, S.H
Pembina

NIP: 196307311994031009

TEMBUSAN :

1. Bupati Magelang



PEMERINTAH KABUPATEN MAGELANG
DINAS PENDIDIKAN PEMUDA DAN OLAAHRAGA
SMP NEGERI 1 BOROBUDUR
KECAMATAN BOROBUDUR

Jl. Sentanu Km. 2 Borobudur ☎(0293) 788553 Kab. Magelang ✉56553

SURAT KETERANGAN

Nomor: 421/160/20.4.SMP/2013

Yang bertandatangan dibawah ini, Kepala Sekolah SMP N 1 Borobudur, Kabupaten Magelang menerangkan bahwa :

Nama	: AdityaPratama
Nim	: 07202244026
Program studi	: Pendidikan Bahasa Inggris
Fakultas	: Bahasa dan Seni
Perguruantinggi	: Universitas Negeri Yogyakarta

Telah melaksanakan penelitian Di SMP N 1 Borobudur dalam rangka menyelesaikan tugas akhir skripsi dengan judul : **"Using Cooperative Learning Strategy to Improve Reading Comprehension of Seventh-Grade Students at SMP 1 Borobudur in the Academic Year Of 2012/2013"**, padatanggal 26 maret 2013 – 30 april 2013.

Demikian surat keterangan ini dibuat, agar dapat digunakan sebagaimestinya.

Borobudur, 7 Mei 2013

Kepala Sekolah



Sumarno, S.Pd

NIP. 1957/1181979031001